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ABSTRACT

Covering the time period of July 1974 to June 1975, the interim report describes the activities of a project designed to provide career education to the adult population of a low income rural area in north-central Wisconsin. Special emphasis was focused on out-of-school persons in need of entry jobs or those needing job upgrading or retraining. Programs incorporating the concepts of self-awareness, career awareness, career development, and career exploration were developed. Activities were designed to provide career education information to the parents of high school age youth in the area. This included classes, small group sessions, counseling, career material displays, tours, and informational meetings. In addition, the materials resource center was expanded, and materials were disseminated on a loan basis. Inservice was conducted for all project personnel in the form of meetings, workshops, and classes. Publicity efforts, through newspapers, newsletters, radio, and television, increased the public awareness of career education. Appendixes make up two-thirds of the report and contain evaluation instruments, publicity samples, sample programs, a 51-page bibliography and resource guide, and other project-related materials. (Author/NJ)

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INTERIM REPORT

Project No. F5005VW

Grant No. OEG-0-73-5292

Career Education for Persons in Rural Areas--Primary Focus on Adults 16 and Over

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June 15, 1975

CE 005 850

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V. SUMMARY OF THE REPORT

(a) Time period - July 1, 1974 - June 15, 1975

(b) Goals and objectives of the project.

1. To provide adult education activities to persons over 16 years of age, to those in school and out of school, to those employed and unemployed.
2. To develop in-service activities for public school faculty to aid in implementing career education concepts into public school curriculum.
3. To develop a resource center of career education materials.
4. To improve articulation efforts between NCTI and the public schools in the district.

In addition to the above stated goals and objectives, more specific goals and objectives were determined by the career education staff for 1974-75. A preliminary draft of goals and objectives for 1975-76 has been prepared. (See appendix F)

(c) A "cluster of school concept" was developed as an operational procedure to effectively serve this large geographic district. Each career education consultant was assigned a number of schools by geographic location, to work with as the liaison person for all career education programs, as well as, the career education activities for adults.

In each school participating in the project, the contact person was the key to implementing in-service faculty programs. Persons designated were Local Vocational Education Coordinators (LVEC) Guidance Directors/Counselors, Principals and Teachers. In many instances, this same person was also a part-time employee of NCTI, assuming the position of Adult Center Supervisor. Where a person assumed both roles, coordination efforts between in-service activities and adult counseling activities was enhanced. In several schools, the LVEC was employed by a CESA and this provided the same contact for a career education consultant in several schools. This approach was very beneficial in terms of implementation efforts.

While all project activities during the past two years related to the original objectives, as much flexibility as possible was given to each career education consultant to design activities to meet the specific needs of the adults in each community as well as the public school faculty. This concept, along with the distance factor, required the career education consultants to be knowledgeable in all phases of the project and to develop a variety of approaches. Consultants cooperated with each other in planning activities when possible and worked as a total team on major project activities. To facilitate the team approach "the team week" was successfully implemented. Staff meetings were held to help plan and develop cooperative projects and activities.

(d) Results; Accomplishments

A variety of activities was offered to the identified adult population (unemployed, under-employed, mid-career, high school dropouts, parents, and women). These programs included classes, small group sessions, individual counseling, career material displays, tours, GED testing, and large group informational meetings. (See Appendix C for number and types of individuals reached).

Informational talks were given to service organizations (Kiwanis, Lions, etc.) in the district to gain their support.

Efforts were made to establish a liason with community social service agencies as CAP, Job Service Office, Marathon County Health Care Center, Social Services, Division of Vocational Rehabilitation, and the Marathon County Women's Center. Through the resulting cooperation the career education staff was asked to present programs to the workers or their clients. Referrals of individuals needing counseling were also made to the career consultants.

The career education staff was involved with activities at North Central Technical Institute with the adult basic education, developmental, academic, special education and business departments through class sessions, individual counseling, demonstrations of materials, loan of materials, individual student career counseling, and articulation.

Over 250 youth, the career education staff, and members of the faculty at North Central Technical Institute were also involved in two summer Career Exploration Workshops for Youth Work Experience youngsters. (See Appendix C)

The advisory committee, which met three times, assisted the staff with ideas and publicity. (See Appendix E)

The materials resource center was expanded, a simple classification system was devised, and a revised bibliography was prepared. (See Appendix D) These career education materials were disseminated on a loan basis to school district personnel and other individuals. The commercial materials and guides from other school districts were displayed and demonstrated at in-service meetings. In addition many free career materials were made available to teachers, students, and adults.

In-service was conducted for personnel of all project schools. This was accomplished by individual meetings, small group meetings (grade level, department, etc.) entire staff meetings, committee meetings, workshops, and classes. Contacts were made regularly with the school administrators and the designated career education contact person. (See Appendix B)

Several articulation meetings were held at North Central Technical Institute. The career education staff was responsible for the coordination of the business articulation meeting between area high school and NCTI instructors. (See Appendix G)

Career Education staff members have attended many meetings and conferences for professional growth. Thus, they have expanded their expertise and improved programs presented.

Due to expanded public relation efforts, such as the career education newsletter, newspaper, radio, and television coverage, the public has become more aware of career education. (See Appendix A)

An evaluation plan has been devised with the third party evaluators.

Several contacts and visits have been arranged with representatives from the U. S. Office of Education and the Wisconsin VTAE Board and the Department of Public Instruction. This has kept the career education staff well informed on national and state developments, so they could pass the information to participants in the local area.

(e) Evaluation

A team of third party evaluators was contracted from the Center for Vocational Studies at the University of Wisconsin-Madison. Evaluation visits were conducted four times during the year. A plan of evaluation was established based on the national evaluation plan prepared in 1974. Instruments have been administered to a selected school population in grades 3, 6, 9, and 12. Results have been sent to a scoring service. These results will be used to compare control and treatment schools. (See Appendix F)

A reaction form has been used to evaluate sessions with adults, students, and teachers. Other instruments which were devised by the project staff are the Counseling Check-list, Evaluation of Career Education materials, Community Services in Career Education, Reaction Form, Potential Services in Career Education, Evaluation of Slide Presentations, Career Interest Survey, and Career Education Opinionnaire.

(f) Conclusion and Recommendations

Many of the activities which have been implemented in the past year have been helpful to individuals in career development as evidenced by written and oral remarks. The in-service program has assisted the school staffs in enlarging their career education program. Although the "team week" approach has been quite successful, it is felt that another method is desirable for the next year of the project to create new interest and enthusiasm with school personnel. Plans are currently being considered to hold regular meetings with contact persons as a group within each cluster of schools. These group meetings would hopefully lead to career education in-service requests.

It is difficult to reach the disadvantaged adult audience through regular publicity channels. Career development programs have been more effective with "captive", established audiences such as the welfare mother's group. It is recommended that for the coming year that efforts be directed toward organized groups. Plans are being considered to involve the career education program on a regular basis with NCTI programs such as adult basic education and the developmental program. Contacts will be made with social service agencies to determine needs for an organized continuous program of assistance.

The NCTI Career Education News has been a successful vehicle in spreading information and enthusiasm for the project. It is recommended that this be continued.

VI. BODY OF THE REPORT

(a) Problem area toward which the project was directed.

The primary purpose of this project is to provide career education activities to the adult population of the district, (including youth 16 years and older) in school and out of school, with particular emphasis on meeting the needs of the small rural areas.

This project has focused on serving the career education needs of adults who were unemployed, those adults who are presently employed (including parents of youth in school) and those students in their last two years of high school who can benefit from the broad spectrum of career education activities. In addition, this project has helped to facilitate and will continue to help facilitate the implementation of the career education concept in grades K-12 in the participating public schools, Cooperative Education Service Agencies, Department of Public Instruction, and the Wisconsin Board of Vocational, Technical and Adult Education.

Project activities have been designed to provide career education activities to rural areas in north Central Wisconsin, with a high proportion of individuals with family incomes below $7500.

Special emphasis in this project focused on those out of school persons in need of entry jobs or those in need of job up-grading or re-training. Programs incorporating the career education concepts of self-awareness, career awareness, career exploration and career development were developed.

Activities were designed to provide career education information to the parents of the high school age youth, on the assumption that the parents have a greater influence over their children on future career choices than do teachers or counselors, and that career information given to parents will serve two purposes: (1) to help the parents in the guidance of their children and (2) to help the parents in the pursuit of their own career goals.

(b) Goals and Objectives of the Project.

The following objectives were established in the original proposal as they related to the policy statements contained in policy paper AVTAE-V72-10. Specific goals and objectives of the past year can be seen in Appendix F.

Policy Statement #1

Programs designed to increase the self awareness of each student, to develop in each student favorable attitudes about the personal, social and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.

Objectives

1. To increase career education activities to those persons 16 years old and older for those persons -

   a. presently in high school, public and private

   b. presently unemployed

   c. presently employed

   to enable them to obtain employment, advance in their present employment, or to transfer to more appropriate alternatives, by helping them become aware of their abilities, provide career awareness experiences, career exploration activities and career preparation programs.

2. To develop career awareness materials. Emphasis to be placed on "mini-course" development concept, and transportability feature for dissemination, particulary as they relate to broadcast educational television.

Policy Statement #II

Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

Objective

3. To expand career awareness programs at the K-6 grade level.

Policy Statement III

Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.

Objective

4. To expand career awareness of the world of work to junior high or middle school.

Policy Statement #1V

Programs at grade levels 10 through 14, designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.

Objectives

5. To expand career education activities to small rural high schools where a high percentage of the student body are from disadvantaged, low income families.

6. To provide career awareness programs for the parents of high school seniors who in the fall semester are undecided as to immediate career objectives. (Approximately 15%)

7. To provide summer career exploration activities to those youth presently 16 years old or over, who are in high school and/or work experience programs.

8. To provide counseling services and career information for the mature women who wished to re-enter the labor market.

9. To expand career awareness, career exploration and career preparation activities to Vietnam veterans.

10. To expand the articulation of curriculum development in career preparation as depicted in the career education model between high school vocational programs and post-secondary vocational-technical education programs in at least 4 programs the first year.

11. To expand career awareness and career counseling services to those persons 16 years old and older who are:

    a. in high school

    b. post-secondary vocational preparatory programs

    c. to at least 10% of those programs presently unemployed who are registered with the Wausau office of the Wisconsin State Employment Service.

    d. to at least 2000 adults presently employed

e. to women who desire to prepare to re-enter the labor market

f. to American indians

g. to rural disadvantaged whites

12. To identify and disseminate employment opening information within the district, and where feasible, within the state.

13. To provide information on post-secondary vocational, technical program openings to high schools within the district.

14. To expand part-time career preparation opportunities for those persons over 16 years of age by four new courses per year (2 per semester) to serve approximately 50-60 persons.

(c) Description of the general project design and the procedures followed.

The North Central Technical Institute district covers parts of ten counties in the north central portion of Wisconsin (see map of district on following page). The comprehensive campus for the district is located in Wausau, with a branch campus located at Antigo, 35 miles to the northwest.

A "cluster of school concept" was developed as an operational procedure to effectively serve this large geographic district. Each career education consultant was assigned a number of schools by geographic location, to work with as the liaison person for all career education activities, those for public school in-service programs as well as the career education activities for adults. (See following cluster concept)

During the first year, it was felt that locating career education consultants in three communities throughout the district would eliminate some travel, but more importantly would enable the career education consultants to become involved with community activities. One career education consultant was assigned to the Antigo campus to serve the northeast part of the district. This person assumed some counseling activities for the full time programs in Antigo, as previously regular counseling services were not available. Office space was donated in Medford by the University of Wisconsin for a career education consultant who worked in the northwest portion of the district. Two career education consultants offices were located at NCTI's Wausau campus where the Project Director was located. One career education consultant worked with the Wausau Public Schools and the Wausau area adults and agencies, and the other consultant worked with schools in Marathon County.

In the second year of operation the career education consultant in Medford moved to the Wausau campus to facilitate a more cohesive team approach. An associate project director was hired at the beginning of the year to be directly responsible for the functioning of the project.

Currently the associate project director and three consultants are administering services to the eighteen school districts and communities involved in the project. Consultants still have prime responsibility for assigned school districts. However, with the team approach which has been used, several members of the staff present in-service or career development programs to teachers, students, and/or adults upon request.

At the start of the project, the Superintendent of each public school was invited to an informational meeting where the project goals and objectives were discussed. They were asked to participate and if they were interested, to reply by designating a contact person in their respective schools. Eighteen of the twenty-six schools indicated an interest in participating. One school withdrew and an additional school was added as the year progressed.

At the beginning of the present year superintendents were contacted through a letter, a survey, and a personal visit to determine services that would be beneficial to their public school district. Later in the year administrators were offered programs through the "team" approach. (See Appendix B)

In each school participating in the project, the contact person was the key to implementing in-service faculty programs. Persons designated were Local Vocational Education Coordinators (LVEC) Guidance Directors/Counselors, Principals and Teachers. In many instances, this same person was also a part-time employee of NCTI, assuming the position of Adult Center Supervisor. Where a person assumed both roles, coordination efforts between in-service activities and adult counseling activities were enhanced. In several schools, the LVEC was employed by a CESA and this provided the same contact for a career education consultant in several schools. This approach was very helpful in all implementation afforts.

As much flexibility as possible was given to each career education consultant to design activities to meet the specific needs of the adults in each community as well as the public school faculty. This concept, along with the distance factor, required the career education consultants to be knowledgeable in all phases of the project and to develop a variety of approaches. Consultants cooperated with each other on planning activities when possible and worked as a total team on major project activities. Staff meetings were held to help plan and develop cooperative projects and activities.

As a general operational procedure, when a career education consultant was at a given public school during the day, developing faculty in-service programs designed to help implement career education, the consultant would also assume responsibility in that community for adult counseling activities. To accomplish both activities, the consultant utilized the materials in the career education materials resource center.

In the original proposal, emphasis was placed on dissemination activities via educational television. Since Channel 20 is not in operation, these plans have been abandoned, and other methods have been used to contact adults.

Student Population

Students involved in this project are all residents of the North Central Technical Institute District. Approximately one-half of the district population (180,000) would have family incomes under $7500. Some contact has been made with high school students through the Career Exploration Weeks at NCTI, classroom demonstrations during term weeks, materials displays and counseling at PTA, open houses, and parent-teacher conferences.

The evening school counseling for adults which was offered during the first year of operation was not used during the second year due to lack of interest. Adults were offered career development through individual counseling, small group meetings and large group meetings. These adults were contacted through cooperative efforts of the career education staff and Social Services, Division of Vocational Rehabilitation, Job Service Office, Marathon County Mental Health Care Center, YWCA, and Marathon County Public Library. Contacts were also made as a result of publicity through newspaper articles, flyers, posters, radio and television shows, individual contacts, and group presentations. Tables in the appendix give more specific information as to groups contacted.

Instructional Staff

At the beginning of the second year an associate project director, who had experiences and training as a teacher,coordinator, librarian, and career education consultant, was hired. The three career education consultants have Masters Degrees or equivalents in Education or Guidance and Counseling. Part-time curriculum consultants have been retained from NCTI for special projects.

Advisory Committee

Although an advisory committee was established during the first year, the committee has been expanded during the second year to include a more comprehensive representation from the community. Members of the committee have given advise on programs, cooperative services, and ways to reach the disadvantaged adult.

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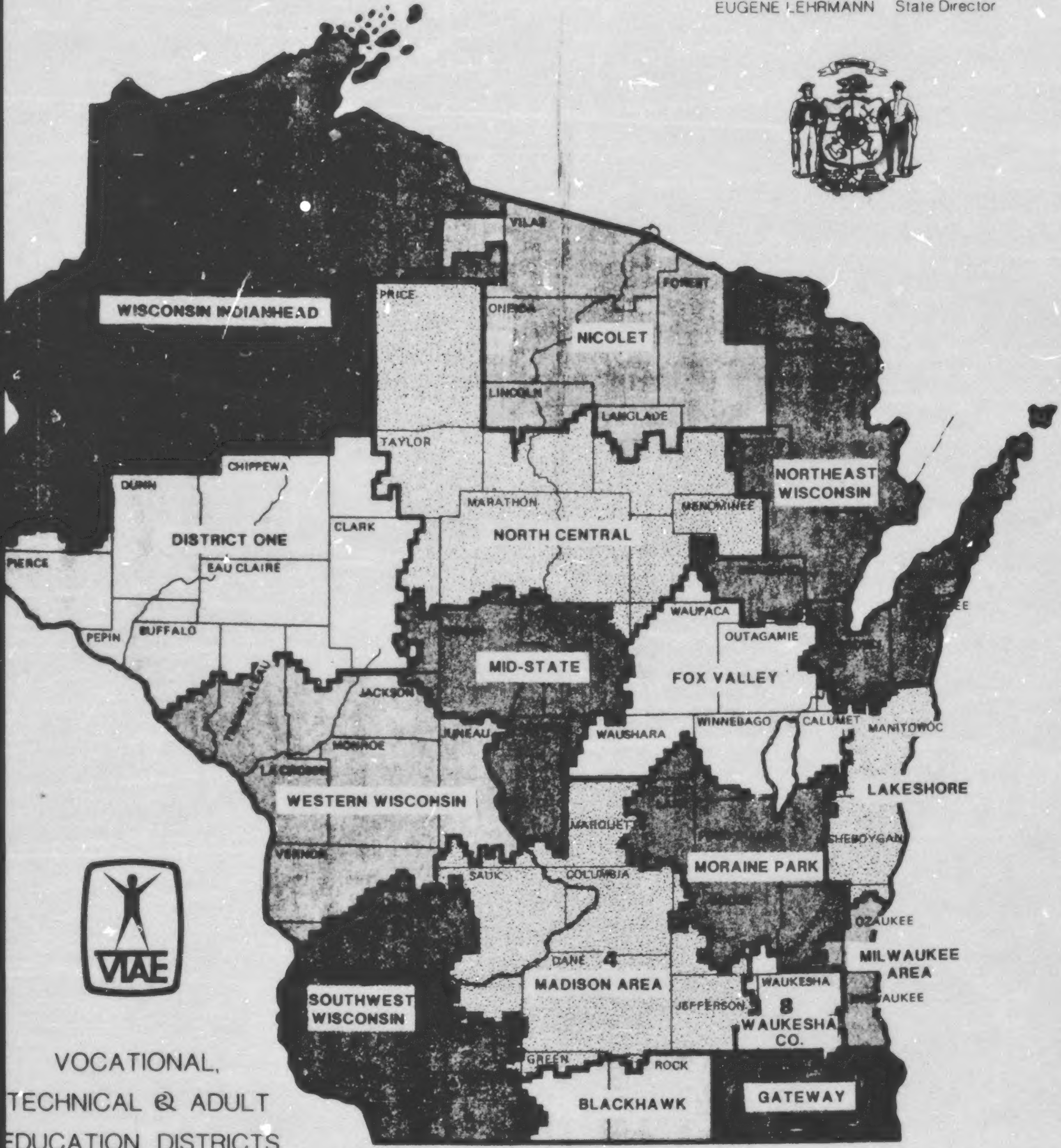
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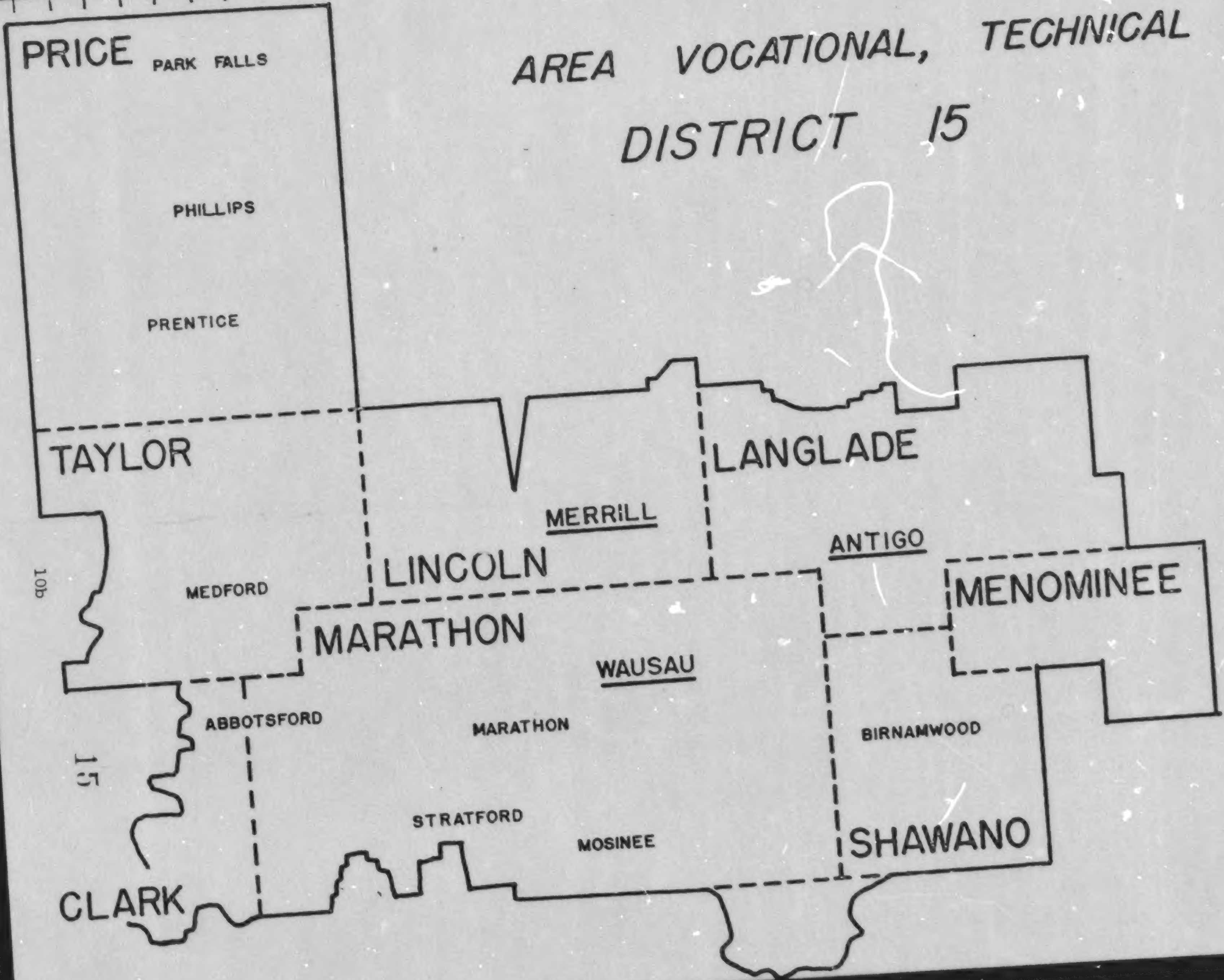
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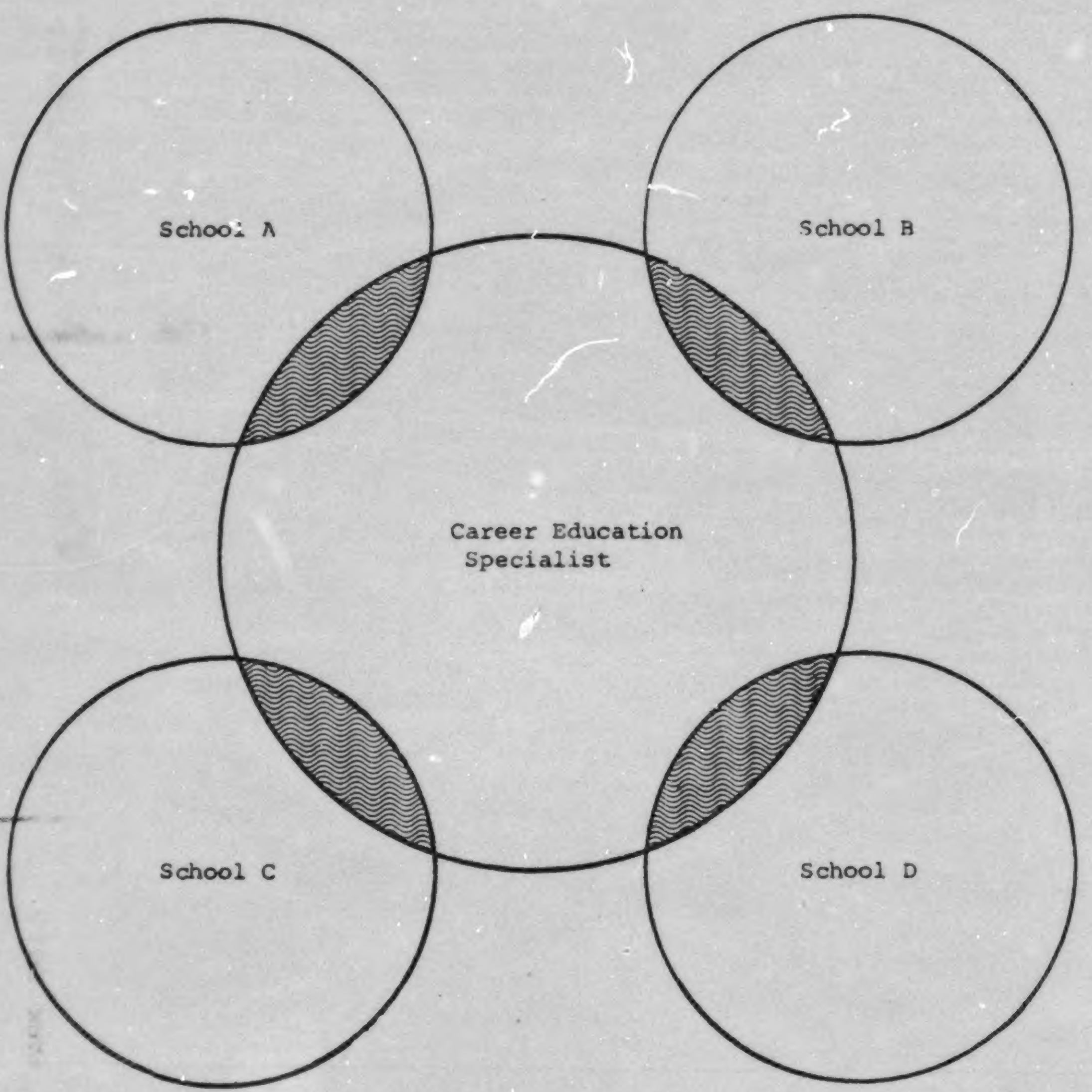
CLARK

CAREER EDUCATION

CESA Representatives
High School Counselors
LVEC
School Administrators

▨ Adult Center Supervisor


School A
School B
Career Education
Specialist
School C
School D

Cluster of Schools Concept
To be Served by Career Education Consultants

PRICE

Methods

Programs for each faculty in-service program were developed by the career education consultants working with administration and faculty in each respective school district. Adult counseling activities were conducted on a one to one basis or in small groups. Large group career education activities were planned either by an individual consultant or by the project staff as a team effort.

Materials

The career education resource center has been expanded, a revised bibliography has been completed, and a simple classification system has been employed to facilitate dissemination of materials. The center includes commercial materials, guides, materials developed by other projects, and materials developed through the NCTI project. These materials have been made available to local schools on a short-term basis or through in-service displays. It is recommended that desirable materials be purchased by the school districts.

Instruments and Techniques Used

The senior survey was conducted for the second year and a report of findings was completed. A "Reaction Form" was used to assess in-service and career development meetings. The "Potential Service in Career Education" and "Community Services in Career Education" were administered to determine beneficial services. A form called "Evaluation of Career Education Materials" was developed to assess the effectiveness of commercial materials and locally prepared materials. The Third Party Evaluators established an evaluation plan for grades 3, 6, 9, and 12 using instruments recommended in the evaluation plan from the U. S. Office of Education. (See Appendix F)

(d) Results and Accomplishments

First Quarter - July 1, 1974 to September 30, 1974

Letters and the "Potential Services in Career Education" forms were sent to school administrators. A personal follow-up visit was made to make plans for the school year. This proved to be useful for needs assessment.

The career education workshop with UW-Stout graduate credit was held at NCTI. Thirty-one teachers, guidance counselors, and administrators from nine school districts were involved. This proved to be very effective in motivating teachers by having them develop materials that they could use.

Contacts were made with NCTI area coordinators, the work evaluation director, developmental and adult basic education instructors, and the community services director to establish a cooperative working relationship. As the year progressed these people were responsible for many adult referrals and career development program opportunities.

A public relations program was organized including newspaper articles, flyers, radio presentations, and speaking engagements. The first issue of the "NCTI Career Education News" was disseminated. All of these communication vehicles played a relevant part in the success of the program. (See Appendix A)

Contacts were made with various social service agencies to establish a referral system and cooperative program plans. Various personnel from these agencies have made referrals to our individual counseling and group programs during the year.

The project director, associate project director, and third party evaluators attended the conference on third party evaluation. This meeting was instrumental in the development of the present evaluation plan.

Consultants attended the East Central Wisconsin Personnel and Guidance Conference for professional growth.

Second Quarter - October 1, 1974 to December 31, 1974

In-service programs in the public schools were continued through group meetings, committee meetings, and individual meetings. After these sessions more materials and consultant assistance were requested.

Several meetings were conducted to acquaint the public with new career options open to women. Interest has been high in the women's programs. (See Appendix C)

A series of classes on career development for adults was conducted at NCTI featuring the television series, The American Forum. This was more effective than the evening individual counseling done last year.

The entire career education staff attended Business, Industry and Education Day which was sponsored by the Manufacturers Council of the Wausau Area Chamber of Commerce.

Individual adult counseling and General Educational Development testing were continued this year.

Programs were presented to local service organizations such as Kiwanis and Lion's Clubs to acquaint them with career education and the NCTI Career Education Project.

Several programs were presented for area adults at the Marathon County Library at Wausau. These included the movie, Future Shock, a program on career decision-making and a meeting for senior citizens on career education. These stimulated more individual counseling and interest in career education in the community.

Steps were taken to incorporate career education into several NCTI programs such as adult basic education, the developmental program, the work evaluation program, homemaking program, special education, and academic programs. Consultants conducted sessions with classes, demonstrated materials, and conducted individual counseling.

Meetings were held to assist parents of undecided seniors as indicated by the results of the Career Interest Surveys. The meetings were organized by various approaches such as parent-teacher conference displays, consultants available at parent-teacher conferences, small group meetings, career nights or days, and mailing information. The parent-teacher conference displays and career nights proved very effective in reaching parents.

Several meetings and workshops were attended by the staff for further professional growth.

A meeting was held with Elmer Schick of the U.S.O.E. on federal guidelines for evaluation. Goals and objectives of the project for the year were completed by the project staff and a contract negotiated with third party evaluators for the evaluation of the project this year.

An articulation meeting was held between instructors at North Central Technical Institute and representatives from 15 district high schools.

Career Interest Surveys were completed by seniors in district schools. The results were developed into a report.

The graduate follow-up on NCTI graduates was completed.

An advisory committee meeting was held on December 18. Several new members were invited, so that a greater representation from business, industry, and community organizations became involved with the project concerns.

Meetings were held to facilitate cooperative programs and efforts with CAP, Job Service Office, Marathon County Health Care Center, Social Services, and community social workers belonging to C.A.S.S. As a result CAP participants attended the project's career development class, and a consultant counseled ten persons attending Job Service Orientation.

The job bank was reinstated with additional part-time services of a representative from the Job Service Office. This service was used by career education consultants in individual and group counseling.

The public relations program was continued and more people became aware of the career education project and its services.

Tours of NCTI were conducted. These assisted students and adults with career planning.

Third Quarter - January 1, 1975 to March 31, 1975

A team week involving two or more members of the staff was used on alternate weeks to provide in-service programs to district schools. These programs included in-service for teachers and career development counseling to students and their parents through materials displays, individual assistance, classroom demonstrations, and presentations such as panel discussions. (See Appendix B)

Meetings were conducted concerning new career options for women. A workshop "Promoting the Development of Girls and Women," was sponsored by the career education staff for area guidance counselors.

Career development displays, meetings, and radio programs were utilized to assist parents with the career education development of themselves and their children.

Individual adult counseling and General Educational Development testing were continued this quarter.

The class, "Going Places With Your Personality," was offered at North Central Technical Institute in January. On March 20, a session called "Who Am I? 1-A" was presented at the Marathon County Public Library in Wausau.

To further articulation between North Central Technical Institute and area high schools, a Cluster Buster Symposium in marketing and contests in business and agriculture were held. As a joint effort between the business department and career education department, a questionnaire to determine the time and subjects for further group articulation was presented to approximately 50 secondary business education teachers at the Wisconsin Education Association meeting.

Efforts have been made to involve instructors at North Central Technical Institute in career education through the semester in-service meeting, flyers, planning meetings, the newsletters, articulation, individual planning, and classroom demonstrations. Racks containing brochures with information on programs at North Central Technical Institute and career development were delivered to area public schools as a cooperative effort with student services.

A report was completed on the Senior Interest Survey to compare results from the same schools between this year and last year. Results from individual schools were also compared to the overall results of the survey.

The slide tape presentations developed by North Central Technical Institute instructors at the Career Exploration Workshop for students involved in the Youth Work Experience program were completed and many requests have been received for these.

Materials were organized by using a simplified classification system. A revised bibliography was prepared and distributed.

The career education staff presented a sectional program, "Challenges in Motivating Students for the New Work Force" to approximately 40 educators at the UW-Stout guidance conference.

A state consortium of Wisconsin career educators was held at North Central Technical Institute with 32 participants present. It was an excellent opportunity to exchange career education ideas. (See Appendix E)

A consultant prepared a sound/slide presentation for women's career programs and counseling. The A-V presentation was used in many programs involving over 150 people.

The career education staff attended several meetings and workshops for further professional growth.

Programs have been presented to local clubs and service organizations.

A site visit was made by Homer Edwards of the U.S.O.E. and Jim Fisher, Career Education Consultant with the VTAE Board, on March 6, 1975.

Continued public relations helped to make the public more aware of the career education project.

An advisory committee meeting was held on March 19 with 15 members participating.

The associate project director participated in the National Coordinating Conference for Administrators of Part D and FY 1973 Part C Programs and Projects in Dallas. She was also a discussion leader at the Wisconsin Task Force Working Conference in Madison.

Fourth Quarter - April 1, 1975 to June 30, 1975

The team week approach was continued. "Career Days" programs presented at Athens, Tripoli, Wausau East and Wausau West High Schools. An in-service program was also presented to 19 D. C. Everest teachers. (See Appendix H) The team approach has been quite helpful in motivating involvement by the schools.

"Industry and You Day" was sponsored by the Manufacturers Council of the Antigo Area Chamber of Commerce and NCTI-Antigo. A display of free materials and/or career counseling was made available by the career education staff. Approximately, 1000 high school students and adults participated in the event. (See Appendix H)

The articulation meeting between business instructors from NCTI and area high schools was held. Thirty-nine instructors were in attendance. High school instructors were quite enthusiastic about the meeting and requested follow-up sessions.

Several planning meetings were held with CESA #7 representatives and the career education staff in regard to the "Career Exploration

Workshop" for Youth Work Experience youngsters on June 11, 12, and 13 at North Central Technical Institute. The purpose of the workshop was to provide the high school students with prevocational experience in 15 different occupational areas. Approximately 150 disadvantaged high school youth participated in the workshop.

Numerous programs were given for community agencies and organizations such as the YWCA, Community Association of Social Services, Tuesday Morning Mothers Group, Community Action Programs, and Marathon County Social Services. The programs which vary from career development assistance to project information, have been well received. (See Appendix H)

The third party evaluators visited the project staff on May 16 to review goals and objectives for 1975-76 and make revisions in evaluation plan. The U.S.O.E. site visit was conducted on May 22 and 23.

Flyers were sent to all teachers in area schools to publicize the Career Development Workshop for school personnel in August. Over 20 indiviudals have pre-registered for the workshop. (See Appendix A & H)

As a part of the evaluation plan, inventories were administered to grades 3, 6, 9, and 12 of selected schools. These results are now being scored and analyzed by the third party evaluators.

Individual career counseling was continued upon request.

Consultants attended the Guidance Conference at UW-Oshkosh on April 16 and 17.

Efforts were made to integrate career education into the adult basic education program at NCTI. Meetings were held with representatives of Community Action Program, Marathon County Mental Health Care Center, Social Services, Job Services Office, Division of Vocational Rehabilitation, and Community Services to explain the Adult Basic Education program which will start on May 19.

The project director and associate project director attended the Wisconsin Association of Vocational Education Conference in La Crosse on May 1 and 2. The associate project director also attended the national Council for Exceptional Children convention where there were several meetings and many materials geared to career education for the exceptional child or adult.

Meetings were conducted concerning new career options for women. Cooperation was established between the career education project and the UW-Marathon's Women's Center which facilitates larger audiences and more program variety.

The public relations program was continued through the "NCTI Career Education Newsletter", "Target" articles, local newspaper articles, radio announcements, speaking engagements, and individual contacts. (See Appendix A)

The final session of the class, "Who Am I? 1-A" was conducted on April 2 with twelve people in attendance.

GED testing was successfully continued.

Two consultants attended a workshop in Madison, June 3-5. Career planning approaches and assertiveness training procedures were two of the topics covered. A consultant also attended the workshop at Employer's Mutual on a contribution to transactional analysis. (See Appendix H)

An assertiveness training workshop will be held on the evening's of June 23 and 24. Two career education consultants will be leading the group through a series of behaviors to increase skills in assertion. (See Appendix A)

First Quarter - Career Education Activities by Area

WAUSAU SCHOOLS

Met with administrative staff of Wausau schools to discuss services of the Career Education Project for the 1974-75 school year and the direction of their career program.

Met with Riverview Elementary School personnel in regard to developing a mobile unit for elementary career education for the Wausau schools.

Met with Wausau West High School personnel in regard to follow-up of the projects initiated during the NCTI Workshop (Aug. 12-16). Plans were made to meet periodically with these teachers.

Met with the psychology teacher at West High School about working with seniors in the psychology class. Plans were made to counsel with seniors about career planning and to present programs and materials to classes. Consulted with elementary counselors and special teachers about programs and materials.

Adult Activities

Social Services - met with the intake supervisor of Marathon County Social Services. She surveyed all welfare programs with the possibility of career education project involvement.

Mother's Club - met weekly with Tuesday morning Mother's Club (Welfare). Made plans to provide programs and individual counseling throughout the year.

Women's Group - met with Norma Briggs, Executive Secretary of the Governor's Commission of the Status of Women. Planned seminars in conjunction with the Feminist Group from the University of Wisconsin Marathon Center.

ANTIGO, MERRILL, WITTENBERG-BIRNAMWOOD & BOWLER

Merrill Area Public Schools

As the result of a two week workshop, an eighty page handbook was written for the Merrill Schools. Guidelines, objectives, definitions, and goals of MAPS were included.

Wittenberg-Birnamwood Public Schools

A ten minute presentation was given discussing the objectives of the project at a fall in-service program. Ninety-one staff members were in attendance. The potential services survey was distributed and results were computed. Twenty-five career education handbooks were distributed.

Adult Counseling

Four 45 minute in-service meetings were conducted for eighty NCVTS full-time students on the use of the Job Bank.

An interview and job application discussion was conducted for the GED Preparation Class. The GED test was administered to fifty-one persons.

General individual counseling was requested by a wide variety of individuals. Counseling was given to a visually impaired individual, a girl who wanted to drop out of school, and students wanting general educational information.

ATHENS, EDGAR, SCHOFIELD, STRATFORD & MOSINEE

Public Schools

In the elementary schools of Edgar and Stratford, three new faculty members were introduced to career education and the NCTI resource center. A series of monthly meetings involving the career education staff in the implementation of career education concepts were planned.

In the secondary schools of Edgar and Stratford, the new career education consultant was introduced at the teacher in-service on August 26. The "Potential Services in Career Education" instrument was administered. Further interest was expressed by the Administration of the Stratford schools in having future teacher in-service.

A workshop sponsored by the D. C. Everest schools was attended by a member of the career education staff. Materials and ideas were given to the participants of the workshop. Plans have been made for the administration of the senior career interest survey at the high school and possible parent follow-up.

Administrators of the Mosinee High School, middle school, and elementary school were contacted.

Arrangements have been made for a meeting with the LVEC, guidance counselors, and administrators at Athens.

ABBOTSFORD, COLBY, MEDFORD, RIB LAKE, PRENTICE, PHILLIPS, AND PARK FALLS

School Activities - Colby

The career education consultant met with the guidance director weekly. A career education program for the ninth grade was planned. Materials and the senior survey were provided to the school. The consultant was invited to be present at parent-teacher conferences to supply career education materials and expertise. Materials were delivered to the elementary supervisor. Through the efforts of the elementary supervisor, a combined effort was arranged with St. Louis Catholic Elementary School of Dorchester.

School Activities - Abbotsford

Considering the results of the services survey given at the staff in-service on August 20 and 21, the following activities have been emphasized. At the high school, materials were most important while teacher in-service was sought in the elementary school. The career education consultant was invited to speak for the high school P.T.A. on November 12. Senior surveys have been delivered.

School Activities - Medford

The emphasis planned was on in-service at the elementary schools. In the secondary school, the career interest survey to seniors was conducted. A request was made by the guidance counselor at the high school for assistance in preparing an area resource guide for Medford.

School Activities - Rib Lake

At the total staff in-service on August 22, the majority of the staff requested further in-service. The senior survey was delivered and future plans were made with the superintendent and high school principal.

School Activities - Prentice

The senior survey was delivered. The administration polled teachers to determine further career education services needed. Materials were delivered upon request to the elementary supervisor on attitudes, values, and decision-making.

School Activities - Phillips

The emphasis in Phillips was to be on the elementary level through materials from the career education project. The senior surveys and potential services forms were delivered.

School Activities - Park Falls

An in-service for K-12 teachers was held on September 12. The senior survey was delivered and a meeting was arranged with the guidance director and elementary supervisors to make plans for the coming year.

Second Quarter - Career Education Activities by Area

WAUSAU SCHOOLS

East High School

Numerous meetings were held in regard to the senior career interest survey, articulation with NCTI, and organizing student groups for counseling. Three individual teachers were contacted and provided with career education material.

West High School

Numerous contacts were made with the counseling staff, vocational education, business education, psychology, home economics, and social studies teachers. A program was presented to the Hero class (Careers). As a result of the summer workshop at NCTI, a class in living skills was presented at Wausau West High School.

Junior High Schools

Contacts have been made with counselors and a few teachers at each junior high school.

Elementary Schools

Conferences were held with the elementary counselor at Lincoln School and materials provided for her use. Meetings have been held with the staff of Riverview School. Materials were provided and assistance was given in planning for use of the mobile unit for elementary career education.

Newman High School (Catholic)

The career education program was explained and services offered to the school. There was contact with the counselor and several teachers, and materials from the project were given to them. Several students from this school attended evening programs presented by the project.

WAUSAU ADULT CAREER EDUCATION

Marathon County Social Services

Conferences were held with the supervisors from Marathon County Social Services to explain the career education program and offer group and individual counseling services. Similar meetings were held with Marathon County Health Care Center and some community social service workers.

Job Service Office

Contacts were made with Job Service Office counselors. Plans were made to work cooperatively with WIN and CETA groups. The consultant participated in a three-day WIN orientation program.

Marathon County Library

Several programs were presented at the Marathon County Library including the film, Future Shock, on October 21, Career Decision-Making program on October 28, and a program for older Americans on November 19.

YWCA Program

A YWCA program was presented to approximately 50 women who are members of the group called Holiday from Apron Strings. The filmstrip, Women Today, was presented and discussion followed.

Tuesday Morning Mothers Group (Welfare AFDC)

The consultant met weekly with the group of 20 to 25 women. Programs called, Women Today - Woman and Work and Self-Awareness featuring the filmstrip, Why Am I Afraid to Tell You Who I Am?, were presented.

ATHENS, EDGAR, SCHOFIELD, STRATFORD, AND MOSINEE

Athens

Plans were made with the superintendent, principal, guidance counselor, and LVEC for career education implementation. Teachers in English, Social Studies, and the Librarian have been included in in-service meetings to this date.

A display table and consultant were available at parent-teacher conferences on October 29.

Schofield

Meetings have been held with the LVEC and guidance counselor to offer services from the career education project. D.C. Everest has a district career education plan which has its major emphasis in elementary and middle school at the present time.

Flyers and announcements were used to convey information about programs at the library for adults and students. Senior surveys have been completed and the head guidance counselor has requested statistics for use by the D.C. Everest guidance department.

Mosinee

A meeting was held with the principal to plan activities. An in-service session was conducted for 23 elementary teachers. Meetings have been conducted with kindergarten and first grade teachers with the emphasis placed on career education for the particular grade level.

A meeting was held with the middle school principal. It was decided to have a half-day in-service on January 24, 1975.

Meetings were held with the high school principal and guidance counselors. In-service meetings were conducted with the English and Social Studies departments. Guidance counselors conducted a careers class for ninth and twelfth grades. A panel discussion was presented to parents and senior students on careers.

A materials table and consultant were available at Parent-Teacher Conferences.

Edgar

Individual meetings were held with all the new teachers in the secondary and primary grades. The general approach of holding individual meetings with all teachers during their preparation periods was used. Materials have been circulating at all grade levels and many materials were purchased by the school district with the recommendation of the consultant. Some high school teachers were particularly interested in motivating women to pursue new career areas. The career education consultant met with a total of 26 faculty members one or more times this quarter.

The career education consultants set up an information table at Edgar High School during parent-teacher conferences on November 1. Ten parents, twenty-one teachers, and seven students availed themselves of materials and the films, Future Shock and The World of Work.

A talk was presented to the FHA girls from Athens, Edgar, Mosinee and Stratford on October 22 and 100 girls attended. The purpose was to inform girls on current job trends and encourage them to consider and plan for careers.

Stratford

Two in-service meetings of one-hour were held with the elementary teachers. Teachers were given ideas for activities, materials, and curriculum guides. Individual meetings have been conducted with the junior and senior high school teachers. The consultant has worked with a teacher in planning a class called "Career Education." The staff was quite enthusiastic and 29 teachers were reached.

Rosholt

A meeting was conducted with the principal and the guidance counselor, the senior survey, a career panel discussion, adult programs, a Lion's Club presentation and materials for the special education class were discussed.

A panel discussion covering information on career planning was presented on December 11 with the consultant as one of the members of the panel.

ANTIGO, MERRILL, WITTENBERG-BIRNAMWOOD, BOWLER, AND WHITE LAKE

Wittenberg-Birnamwood

Meetings of the career education committee were held to determine a schedule of in-service times for teachers. The elementary in-service week was conducted from November 11 through November 15, with each teacher conferring with the consultant during free time made available by substitute teachers. Similar in-service meetings were planned with the high school teachers. The consultant met with the junior high curriculum planning committee which consisted of ten faculty members directed by the Director of Elementary Education. The purpose of the meeting was to consider curriculum and facilities for the new junior high school.

White Lake

The consultant met with the superintendent, principal, elementary coordinator, and guidance counselor. The guidance counselor indicated some interest in a parents program. Several handouts and guides were left to be used by teachers.

Bowler

The consultant conducted an in-service for seniors on programs available at NCTI and NCVTS. The guidance counselor indicated an interest in a parent program.

Antigo

Plans were made for "Industry and You Day" and a Business, Industry, and Education Day to take place sometime in March. Contact was made with the elementary counselor to arrange for an in-service on January 15 for twenty-seven elementary teachers.

Merrill

A meeting was held with the project consultants and the Merrill Career Education Committee to determine alternatives for in-service on use of the Merrill Area Schools Career Education Guide. The "Recommendations for Implementation" and plans for in-service were discussed. The program chairman of the Merrill Professional Business Women's Club contacted the career education staff requesting a program on ways members of the club can help to implement career education in the schools.

ABBOTSFORD, MEDFORD, RIB LAKE, PRENTICE, COLBY, PHILLIPS, AND PARK FALLS

Colby

Weekly contact was made with the guidance director who relayed requests for materials to the career education consultant. Two ninth grade classroom demonstrations were conducted. Teachers were contacted through individual meetings and a high school staff meeting.

Audio-visual and printed materials were supplied to Dorchester elementary school, which is a part of the Colby school district. Meetings with teacher and one classroom demonstration were held with teachers at St. Louis Catholic school in Dorchester.

Abbotsford

Discussion was held on materials, techniques, and career education activities with the Abbotsford elementary teachers during lunch hours. Three classroom demonstrations were conducted and career education materials provided at the elementary school. Weekly contact was made at the junior and senior high school with the guidance counselor, who arranged for materials distribution and meetings with individual teachers.

A program was presented to the Abbotsford P.T.A. by the career education consultant on Tuesday, November 12, 1974. Approximately, fifty people were present. Discussion was held with individuals after the meeting and materials were sent as requested.

Medford

The emphasis in Medford this year was placed in the elementary level. The consultant visited five out of the fifteen elementary buildings. An overview of our project and services, and printed materials were presented to these five schools. Folders were prepared for the other ten elementary buildings and distributed by the guidance counselor. Meetings were held with the guidance counselor and materials provided to junior high and high school teachers upon request.

A meeting was held with reference to developing a community resource guide similar to the one developed in the Wausau area.

Rib Lake

Two total staff (K-12) in-service sessions were presented this fall. As a result of these in-service meetings there were several requests for materials. Discussions were held with junior and senior high school teachers.

Career night was held on December 12, 1974 for students and their parents at Rib Lake High School. Representatives from 18 different post-secondary schools and the military were present to assist parents and students. The career education consultant presented four sessions of a program on exploring alternatives, values clarification, and decision-making as related to careers. Approximately 75 individuals attended and the career education consultant had forty-one participants in attendance at the career education sessions and held discussions with an additional nine persons.

Prentice

The elementary supervisor was visited by the career education consultant and ideas and materials have been shared. Meetings were held with the coordinator of the career education program. Classroom demonstrations were conducted for social studies classes and meetings have been held with the mathematics teacher.

Phillips

Assistance was given to the high school English teacher and the guidance counselors. Materials were provided to the junior high and elementary schools. Building principals were contacted about their career education programs.

Park Falls

A brief in-service meeting was held for teachers early this fall. As a follow-up, contact has been made with individual teachers and the LVEC.

Third Quarter - Career Education Activities by Area

WAUSAU SCHOOLS

East High School

Bi-weekly visits were made with members of the counseling staff. Several meetings were held with individual teachers. A self-awareness unit to be used with lower ability groups was planned with English teachers and planning sessions were held with the home economics teacher. An in-service program is planned for April 14-18.

West High School

Contacts were made with individual teachers and the counseling staff. The career education staff planned to offer mini-courses to students as classroom demonstrations. Trade and Industry Career Days were held on March 26 and 27 at Wausau West High School Fieldhouse.

Horace Mann Middle School

An in-service meeting was presented to the sixth grade staff on February 6. The follow-up activities consisted of four team meetings and conferences with individual teachers. Materials were provided to counselors for career education mini-courses. A career education curriculum for mentally retarded students was planned with the special education teacher.

Riverview Elementary School

An in-service meeting was presented to the entire staff at Riverview Elementary School on February 10. Follow-up meetings were held with individual teachers to plan curriculum.

A project involving the mobile-unit was to give students experience in taking apart lawn mowers and putting them together. The consultant provided diagrams and information on this activity.

Newman High School

Several meetings were held with the guidance counselor at Newman High School and services were offered as needed.

WAUSAU ADULT CAREER EDUCATION

Job Services Office - WIN

Six two-hour sessions were presented to sixteen women in the clerical program at North Central Technical Institute on employment trends for women, awareness of the status of women, and self-awareness. Audio-visual materials were used such as the filmstrips: Woman Today, Why Am I Afraid to Tell You Who I Am?, and You Are Important. Group discussion techniques were used. The group was given an orientation tour of North Central Technical Institute.

Tuesday Morning Mothers Group (Welfare AFDC)

On February 18 a program was presented to the total group on self-identity. The filmstrip, You Are Important, was shown. Individual counseling was conducted weekly with members of the group.

Marathon County Public Library

A display on career development was shown in the showcase in the library lobby. Two members of the career education staff were interviewed for two radio shows on career education sponsored through the library. The program, "Who Am I?, 1-A" was offered in the library.

University of Wisconsin Women's Center

An advisory planning meeting was held on March 3 to plan activities for women in the community. Consultants attended a meeting on March 14 to plan a workshop on Sexism in Education. A program on "Women and Work" was presented to interested women.

Marathon County Health Care Center

Individual counseling services were offered to two out-patients at the Marathon County Health Care Center. Arrangements were made for a work assessment program. Contacts were made with members of the professional staff to interpret the career education program and offer services.

Storefront

Nine weekly sessions have been conducted at the Storefront alternative school. These career education meetings were offered for high school credit. The sessions were focused on self-development with participants listing possible options for further consideration.

Community Action Program

An in-service program was planned with six members of the youth development staff for March 27. A meeting was held with two of the coordinators to plan joint efforts in working with high school dropouts.

ATHENS, EDGAR, SCHOFIELD, STRATFORD, AND MOSINEE

A display table of career development materials and the services of two career education consultants were made available at an open house on February 3. Contacts have been made with the superintendent, principals, LVEC, and guidance counselor to plan career development days on April 9 and 10 for students and faculty.

A schedule has been made to test grades 3, 6, 9, and 12 as a part of the U.S.O.E. evaluation plan.

Schofield

Meetings were held with the LVEC to develop an in-service day on Saturday, April 12 for at least sixteen interested teachers. Flyers and announcements were sent to the school on potential career education programs.

Mosinee

Meetings were conducted with teachers in the second, third, fourth, and fifth grades. Materials were sent to the teachers by request as a follow-up activity.

An in-service meeting was conducted for middle school teachers on January 24. A curriculum materials display was available and small and group sessions were conducted. Requested materials were sent as a follow-up activity.

Contact was made with the high school guidance counselors and materials were sent to be used in their career class. More meetings are planned with teachers.

Edgar

The LVEC for Edgar gathered information to prepare a career resources guide similar to the Wausau Area Resources Survey. The LVEC was the primary contact person at Edgar and was basically responsible for following up with any career education activities. Meetings were held with individual teachers who requested specific information.

A great deal of time was spent in organizing the team services program held on March 24 and 25. Two consultants were available in the high school library for individual and group counseling as well as providing information to teachers on career development. A display table of materials was set up for teachers, parents, and students. All were invited to stop by during free periods. The school administrators held faculty meetings to explain the two day program. At the elementary and middle school levels, two consultants presented thirty minute classroom demonstrations. A total of 568 people received the treatment!

A program explaining career education nationally and locally was presented to the Edgar and Athens Lion's Clubs March 25th dinner meeting. The 28 people attending also received various handouts, including copies of the Career Education Newsletter.

Stratford

Stratford High School hosted a three session seminar for senior students and their parents on three consecutive Wednesday evenings in January. The purpose of the seminars was to provide information to help students and parents in career planning. Two project consultants presented two of the seminar programs and included information on the world of work, the occupational outlook, and how parents could help with career decision-making. The third session covered the topic of financial aids. A total of 85 parents attended the seminars.

A consultant visited the schools one day every-other week for individual meetings with the teachers. Some time was spent in the teacher's lounges, talking with interested faculty. Approximately 25 teachers were seen. Communication with administration continued. Dates have been set up to conduct testing with grades 3, 6, 9, and 12 for the U.S.O.E. evaluation.

The Stratford school library has an excellent assortment of career education kits and materials for teacher use; so project materials were not circulated except on special request.

Rosholt

A consultant met with the special education teacher, who had requested help, and left some materials and media kits for use in career exploration. The guidance counselor was contacted in regard to the team week services available.

ANTIGO, MERRILL, WITTENBERG-BIRNAMWOOD, BOWLER, AND WHITE LAKE

Wittenberg-Birnamwood

A consultant, in cooperation with the high school home economics teacher set up a three-day "Community-Schools Career Education" program on January 20, 21, and 22. A display of materials and A-V units was set up for teachers and students. Other scheduled activities included a panel discussion for seniors and classroom demonstrations. A total of 400 people were reached. Follow-up activities were to center around the junior high curriculum writing committee and to be coordinated by the home economics teacher.

White Lake

Contact was made with the guidance counselor. Future in-service plans were discussed.

Bowler

A consultant met with the guidance counselor to explain the team week service and suggested some possible activities. The guidance counselor was to conduct follow-up and contact the consultant at a later date.

Antigo

An in-service program was presented to Antigo elementary teachers on January 15. Contacts were made with the assistant superintendent, LVEC, and elementary counselor. The UW-Stout class, "Curriculum and Methods" was offered at the high school. However, there were only eight participants, so only one session was conducted.

Business, Industry and You Day, modeled after the one in Wausau, was held.

Merrill

Contact was made with the assistant superintendent and career education committee chairmen to plan a summer workshop.

ABBOTSFORD, MEDFORD, RIB LAKE, PRENTICE, COLBY, PHILLIPS, AND PARK FALLS

Colby

Contact was made with the guidance director who relayed requests for materials from high school teachers to the career education consultant. Colby has one elementary school in Dorchester where career education materials have been requested and delivered.

Two sessions on life/work planning were conducted at St. Louis elementary school in Dorchester. The meetings included exploring alternatives, value clarification and decision-making.

Abbotsford

Contact was made with the guidance counselor who arranged for distribution of materials in the elementary, middle school and high school.

Medford

After three or four meetings in Medford, several agencies serving that area gathered information to put together a guide similar to the one done for Marathon County. One notable refinement is that the Medford survey breaks the categories down by grade and/or age level.

Rib Lake

Classroom demonstrations on life/work planning were presented to juniors and seniors in the high school. Career Education materials and consultant services were available in the cafeteria for any interested students.

Prentice

Assistance was given to the elementary supervisor and elementary teacher assigned to coordinate career education.

Classroom demonstrations were planned with approximately 75 eighth grade students from Ogema, Prentice, and Tripoli.

Phillips

Assistance was given to the high school English teachers and guidance counselors. Materials were provided to the high school, junior high and elementary schools. Building principals were contacted about their career education programs.

The UW-Stout class, "Curriculum and Methods in Career Education" was offered but enrollment was not sufficient to continue after the first session. The ten members who attended were quite enthusiastic and the consultant had individual meetings with these people.

Park Falls

A life/work planning program consisting of classroom demonstrations for ninth graders and career development materials displays and consultant services for all high school students was conducted on March 18. The consultant has met regularly with the guidance counselor who assisted in the coordination of the career development program. A folder on attitudes and values was prepared for the psychology teacher.

Fourth Quarter - Career Education Activities by Area

WAUSAU SCHOOLS

Wausau West High School

"Career Days" were held at West High School during the week of April 28. Audio-visual presentations, individual counseling and group counseling, and free materials were available to students. Curriculum materials and aids were available for teachers.

East High School

Career education consultants presented a career development program at East High School, which was similar to the one presented at West High.

Riverview Elementary School

The consultant met with individual teachers to provide curriculum planning assistance and materials.

Horace Mann Middle School

The consultant met with four teams of teachers and individual teachers to plan curriculum. On May 13 and 20, 120 sixth grade students visited North Central Technical Institute for a tour, guest speakers, and audio-visual presentation.

WAUSAU ADULT CAREER EDUCATION

Community Agencies of Social Services

A program on career education was presented to the group on April 23. Consultants used introductory activities, the film, Pack Your Own Chute, and an explanation of project activities.

Tuesday Morning Mothers Club (Welfare AFDC)

The consultant met with the group weekly to provide individual counseling on future school and work plans.

YWCA - "Live Wire's Club"

A program on women and work was presented to the group on May 7. The filmstrip, Women Today, was used and factual information from the U. S. Department of Labor presented, which was followed by group discussion.

Community Action Program

A meeting was held with CAP representatives to plan coordination of the adult basic education and career education services.

An all day training session was conducted for the "Youth Development Staff" on Thursday, March 27.

Two planning sessions were held with the Youth Policy Council to plan the program for teens at Merrill on May 12.

Storefront

Weekly group sessions were held at the storefront school.

University of Wisconsin Women's Center

Consultants participated in planning meetings to coordinate joint activities and programs for women.

Switchboard - Hotline

A program featuring Leo Buscaglia's tapes was presented to the group on April 22.

Hearing Impaired Council - NCTI

The consultant assisted with a program for the council using the Buscaglia "Love" tapes.

ATHENS, EDGAR, SCHOFIELD, STRATFORD, AND MOSINEE

All Schools

Final visits and/or follow-up correspondence were conducted with the public schools to bring the year to a close. The career education staff has planned tentative goals and objectives for next year's services to the schools. Flyers have been sent to inform faculties about the career development workshop in August. (See Appendix A)

Athens

"Career Days" were conducted at Athens on April 9 and 10. Programs and displays were presented to elementary and secondary students and teachers. Career inventories (third party evaluation) were administered to grades 3, 6, 9, and 12. Results are being tabulated and will be distributed to school administrators and guidance personnel.

Schofield

An in-service meeting was conducted by the career education staff for nineteen teachers from the D. C. Everest District on April 12. Participants included teachers in primary grades through high school.

Stratford

The career education third party evaluation tests for grades 3, 6, 9, and 12 were administered to students. Results are being tabulated and will be distributed to the school administrators and guidance personnel as soon as possible. Follow-up activities will be conducted as needed.

ANTIGO, MERRILL, WITTENBERG-BIRNAMWOOD, BOWLER, AND WHITE LAKE

All Schools

Final visits and/or follow-up correspondence were conducted with these schools to bring the year to a close. The career education staff has planned tentative goals and objectives for next year's services to the schools.

Antigo

Contact has been made with the elementary guidance counselor. "Industry and You Day" was conducted on April 4.

Merrill

The consultant met with the career education committee to plan the Merrill career education workshop for teachers which will be held the week of June 9.

ABBOTSFORD, MEDFORD, RIB LAKE, PRENTICE, COLBY, PHILLIPS, AND PARK FALLS

All Schools

Generally, bi-weekly visits were made to the communities to visit the contact person, deliver and pick up materials, and plan programs.

Prentice

An all-day career education program was given for 75 eighth graders bussed to Tripoli. The small and large group sessions focused on life/work planning.

The elementary career education inventories were administered according to the evaluation plan.

Phillips

The career education inventories were conducted with all ninth and twelfth graders.

Medford

The completed forms for the "Area Resources Guide" were returned. Plans are underway to have information typed and reproduced for the Medford Public Schools and the project.

Arrangements were made by the guidance counselor and career education coordinator to process slides to be used as a supplement to the "Area Resources Guide."

Curriculum guides and other materials will be loaned to the guidance counselor for use at the Medford career education workshop in June.

Career education inventories were administered in the elementary schools.

RESULTS OF GOALS AND OBJECTIVES

The previously specified accomplishments have led to the successful implementation of the specific goals and objectives for the year. These goals and objectives were as follows:

(1) To assist unemployed, under-employed, and employed persons with career development through more training, more education, alternatives or upgrading present work skills, attitude change, alternate life styles, awareness of interests, aptitudes and goals, and knowledge of job trends.

(2) To assist high school dropouts with career development through self and career awareness activities; exploring alternatives; establishing priorities; making decisions; placement and career trend information and employment orientation.

(3) To identify and work with parents and/or "undecided" high school students on self-awareness, career awareness, exploring alternatives, establishing priorities, making decisions, placement and job information, and employment orientation.

(4) To assist women with career development through help with job discrimination, self-awareness, career awareness, exploring alternatives, establishing priorities, making decisions, place-

ment and career trend information and employment orientation.

(5) To establish a public relations program for the project to publicize the program and coordinate the project activities with other agencies.

(6) To promote (K-12) career education by helping teachers become aware of and implement activities in self-awareness, career awareness, and understanding of the decision-making process.

(7) To provide subject articulation between North Central Technical Institute and district high schools so instructors will be aware of the course offerings of both institutions.

(e) EVALUATION OF THE PROJECT

A plan for evaluation has been devised by the third party evaluation team. This plan can be seen in Appendix F.

(f) CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR THE FUTURE

Many of the activities which have been implemented in the past year have been helpful to individuals in career development as evidenced by written and oral remarks. The in-service program has assisted the school staffs in enlarging their career education program. Although the "team week" approach has been quite successful, it is felt that another method is desirable for the next year of the project to create new interest and enthusiasm with school personnel. Plans are currently being considered to hold regular meetings with contact persons as a group within each cluster of schools. These group meetings would hopefully lead to career education in-service.

It is difficult to reach the disadvantaged adult audience through regular publicity channels. Career development programs have been more effective with "captive", established audiences such as the welfare mother's group. It is recommended that for the coming year that efforts be directed toward organized groups. Plans are being considered to involve the career education program on a regular basis with NCTI programs such as adult basic education and the developmental program. Contacts will be made with social service agencies to determine needs for an organized continuous program of assistance.

The NCTI Career Education News has been a successful vehicle in spreading information and enthusiasm for the project. It is recommended that this be continued.

THIRD PARTY EVALUATION REPORT
OF
CAREER EDUCATION FOR PERSONS IN RURAL AREAS - PRIMARY FOCUS ON ADULTS 16 AND OVER

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION CONDUCTED BY
NORTH CENTRAL TECHNICAL INSTITUTE
UNDER PART D OF PUBLIC LAW 90-576

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

THIRD PARTY EVALUATION REPORT
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CAREER EDUCATION FOR PERSONS IN RURAL AREAS - PRIMARY FOCUS ON ADULTS 16 AND OVER

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

Project No. V361036
Contract No. OEG-0-73-5292

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
University of Wisconsin-Madison

June, 1975

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION, UNIVERSITY OF WISCONSIN-MADISON

The Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical and Adult Education within the School of Education in 1971. The function of the Center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, manpower training—to citizens of all ages in all communities of the State. The Center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the Center engages in studies beyond the boundaries of the State.

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PREFACE

This report represents a third-party evaluation of the exemplary project, "Career Education for Persons in Rural Areas, Primary Focus on Adults 16 and Over" funded by the United States Office of Education under "The Vocational Education Amendments of 1968". This assessment focuses on the activities of the second year of an anticipated 3 year project. Evaluation services were provided under a contract with the Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison.

There are two aspects of the evaluation. First, the report deals with such areas as Communication, Adults 16 Years and Over, Women, Agencies, North Central Staff, School Participation, and Personnel. The second part of the report deals with the results of the efforts of the staff in selected schools, elementary and secondary, located in the North Central Technical Institute District (NCTI), Wausau. For this purpose, the procedure for evaluation was used as outlined in the Draft Guidelines for the Evaluating of Career Education Programs submitted to the U.S. Office of Education by Development Associates Incorporated, Washington D.C.

The scope of the evaluation was outlined by Dr. Russell Paulson, Project Director, "Guidelines for Evaluation of Career Education", the contract with the Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison.

The evaluation was carried on by:

Merle E. Strong, Director, Center for Studies in Vocational and Technical Education and Professor, Department of Educational Administration University of Wisconsin, Madison, Evaluation Chairman;

Henry C. Ahrnsbrak, Professor Emeritus, Department of Educational Administration, Project Consultant, Center for Studies in Vocational and Technical Education.

Note

This edition, the first of this report, does not contain the standardized test results. Complete test results were not available in time to be included in the Interim Report. The absence of complete test results will not change the recommendations contained in this report. The second edition of this report will be complete with test results.

INTRODUCTION

This chapter sets forth a demographic setting for the North Central Technical Institute (NCTI) operations and hence this project; the objectives of the NCTI whereby to meet the needs of the people of the District; and the objectives of the Exemplary Project in Vocational Education-Career Education for Persons in Rural Areas-Primary Focus on Adults 16 and Over.

Demographic Setting*

The North Central Vocational, Technical and Adult Education District is one of 16 post-secondary education districts in Wisconsin charged by the legislature with providing vocational, technical and adult education opportunities to the inhabitants it serves. The District consists of Price and Menominee counties and portions of Marathon, Langlade, Lincoln, Clark, Taylor, Shawano, Portage and Waupaca counties.

Population

The total population of the North Central Institute District in 1970 was 327,142. Minorities numbered 3,743 or 1.2 percent. The largest minority group is American Indians.

Over 58 percent of the total population lives in rural areas, 54,211 on farms and another 136,510 in rural non-farm areas. This is almost twice the state average of rural population.

Men make up 49.6 percent of the population and women 50.4 percent. About three-fourths of the men 16 years of age and over are working or are looking for work. Of women 16 years of age and over only about 39 percent are in labor force but studies show that an increasing proportion of women have been entering the labor force in recent years.

Poverty

In 1969, 7,928 families or 9.1 percent of all families in the District

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* Third Party Evaluation Report of Career Education For Persons In Rural Areas-Primary Focus On Adults 16 and Over, Center For Studies in Vocational, Technical and Adult Education, May, 1974, Madison, Wis.

had incomes less than the poverty level of $3,800 for a non-farm family of four. The total number of persons who were poor, including family heads, spouses, children, and other people not living with relatives was 38,614 or 12.1 percent of all persons. If you allowed the poverty level to be one quarter higher (i.e. $4,750) income for a family of four, then over 12,000 families and 57,000 persons would fall into the poverty class.

Employment

In 1971, employment in the District averaged 123,300 - about the same as 1970. Over 80 percent of the employed have non-farm wage and salary jobs, 12 percent are employed on farms, and the balance are made up of non-farm self-employed persons, unpaid family workers, and household servants.

An estimated average of 8,290 persons or 6.3 percent of the work force were unemployed in 1971.

Reservation Indians

An estimated 2,173 Indians are living within or adjacent to reservations in the North Central District. Of persons 16 years and over in the labor force, 409 are employed, 369 are considered unemployed, and 107 of the unemployed are actively seeking work. A total of 329 persons 16 years and over are not in the labor force because they are students, are physically or mentally disabled, are retired or institutionalized, housewives or are women for whom no child care substitutes are available.

Welfare Recipients

A total of 1,765 families were on the Aid to Families with Dependent Children (AFDC) regular program, and 82 families on the Unemployed Parent Component were reported for the District as of July 1972. In addition, 395 children in foster homes and licensed child care institutions were covered by AFDC. General Relief cases totaled 315.

School Enrollment

In 1970, 100,024 persons 3 to 34 years old were enrolled in District schools. Elementary school enrollment was 57,605; high school-26,890, and 9,255 persons were enrolled in college.

Objectives of the North Central Area Board of Vocational, Technical And Adult Education

To meet the educational challenge of its district population the North Central District Board adopted the following set of objectives as set forth in the Institutional Profile, Area Board of the North Central Vocational, Technical and Adult Education District, December 1, 1972.

1. To prepare persons for employment in a wide variety of mid-management, technical, skilled and semi-skilled positions.
2. To upgrade the capabilities of persons employed, to enable them to maintain employment by keeping abreast of technological advance and/or to advance in their field of employment.
3. To develop in employed persons new capabilities to meet their desires or to cope with the necessity for job change.
4. To assist persons in self-evaluation and determination of career direction through testing, counseling and guidance so that they may, through education, realize their maximum employment potential.
5. To provide an opportunity to remove deficiencies according to individual needs of people who lack adequate proficiency in background courses necessary for success in the vocational or technical curriculum they need to pursue.
6. To encourage and provide opportunity for persons presently employed to become involved in education related to employment, to also develop as an individual to meet responsibilities as a member of a family and citizen in a free society.

7. To provide area leadership, education programs, education services and facilities, consistent with the institution's objectives, desired by the persons in the North Central Vocational, technical and Adult Education District.

Objectives for Career Education For Persons In Rural Areas-Primary Focus On Adults 16 and Over*

1. To increase career education activities to those persons 16 years old and older for those persons --

   a. presently in high school, public and private,

   b. presently unemployed, and

   c. presently employed.

   To enable them to obtain employment, advance in their present employment or to transfer to more appropriate alternatives, by helping them become aware of their abilities, provide career awareness experiences, career exploration activities and career preparation programs.

2. To develop career awareness materials. Emphasis to be placed on "mini-course" development concept, and transportability feature for dissemination, particularly as they relate to broadcast educational television.

3. To expand career awareness programs at K-6 grade level.

4. To expand career awareness of the world of work to junior high or middle school.

5. To expand career education activities to small rural high schools where a high percentage of the student body are from disadvantaged, low income families.

6. To provide career awareness programs for the parents of high school seniors who in the fall semester are undecided as to immediate career objectives (approximately 15%).

7. To provide summer career exploration activities to those youth presently 16

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*Third Party Evaluation Report of Career Education For Persons In Rural Areas-Primary Focus On Adults 16 and Over, Center For Studies in Vocational, Technical and Adult Education, May, 1974, Madison, Wis.

years old or over, who are in high school and/or work experience programs.

8. To provide counseling services and career information for the mature women who wish to re-enter the labor market.

9. To expand career awareness, career exploration and career preparation activities to Vietnam veterans.

10. To expand the articulation of curriculum development in career preparation as depicted in the career education model (see Appendix) between high school vocational programs and post-secondary vocational-technical education programs in at least four programs the first year.

11. To expand career awareness and career counseling services to those persons 16 years old and over:

    a. in high school

    b. in post-secondary vocational preparatory programs

    c. at least 10% of those persons presently unemployed who are registered with the Wausau office of the Wisconsin State Employment Service

    d. at least 2000 adults presently employed

    e. women who desire to prepare to re-enter the labor market

    f. American Indians

    g. rural disadvantaged whites

12. To identify and disseminate employment opening information within the district, and where feasible, within the state.

13. To provide information on post-secondary vocational, technical program openings to high schools within the district.

14. To expand part-time career preparation opportunities for those persons over 16 years of age by four new courses per year (two per semester) to serve approximately 50-60 persons.

The section to follow will compare in a general way the objectives of the NCTI and the objectives of the Exemplary Project. First, the comparison is to indicate that the Project's objectives are coterminous with specific objectives of the NCTI and generally with others. Secondly, the comparison will highlight those areas of service which the NCTI Area Board should consider funding when Federal funds terminate the project.

The Exemplary Project Undergirds N.C.T.I. District Objectives

The purpose of this section of the report is to show that the Project staff members, in pursuing the objectives of the Exemplary Project, have implemented and enhanced the objectives of the NCTI Area District Board, some more than others The Exemplary Project has carried out objectives which up until the establishment of the Project had received passing efforts more or less in the daily routine activities of the staff of the NCTI. This review of NCTI objectives and the objectives of the Exemplary Project will have implications for the NCTI administration and for its services to the District residents after the third year of the Exemplary Project when Federal funding ceases.

NCTI District Objective No. 7 will be considered first for purposes of this report. Objective 7 states that NCTI is "to provide area leadership, educational programs, education services, using the District's facilities consistent with the institution's objectives desired by persons of the District". The writing of the proposal, and the funding of it, in which are recognized the staff services and activities now provided or provided insufficiently is evidence of leadership. The effort to reach populations hitherto reached partly or not at all, to assist persons with the development of self-awareness and career awareness at all age levels is a new thrust or a long delayed one. A few examples are, providing assistance to school with materials and demonstrations in the classroom dealing with self-awareness and career awareness in grades K-14, job exploration workshops held at the NCTI where high school students could engage in actual work experience in the various laboratories of NCTI, working with parents of undecided high school seniors and to provide guidance services in the schools where the services were either non-existent or were inadequate. At the adult level 16 years and over services were provided to enrollees at the Store Front School, to persons who came to the intake supervisor of the Marathon County Social Services, cooperating with the Job Services and the Community Action Program, and assisting the Senior Citizens. The staff of the Project was successful in articulating the efforts of the departments of the NCTI with their counterparts in the public school system.

The second District objective for purposes of this evaluation is Objective No. 4 which pertains to assistance to persons in self-evaluation and determination of career direction through testing, counseling and guidance so that they may through education realize their maximum employment potential. Objective No. 4 was implemented or enhanced through the Project staff's efforts with persons taking the General Education Developmental Testing Program and the counseling and educational program that was set up to be followed by the applicant. This objective was carried out by working closely with those adults who were enrolled in the Adult Basic Education Program. The introduction of these persons to self-awareness and career awareness and the implementation of a program of education which went beyond the basic 3 Rs was an innovation. The entire program with schools K-14 was in fulfillment of this NCTI objective. This was especially significant in view of the many small rural schools in the NCTI District.

The third NCTI objective of significance to the Project, Objective No. 5 deals with "opportunities to remove deficiencies according to individual needs of people who lack adequate proficiency in background courses necessary for success in the vocational or technical curriculum they seek to pursue". Persons included in this objective have been mentioned above. The Project staff very definately extended themselves in their efforts to seek out and to encourage and assist persons with deficiencies. As great as they feel that the need was to seek out these persons and to assist them and even though they coordinated their efforts with other agencies, their effort proved to be less successful many times due to the personal characteristics of the persons to be helped. A more complete description of the efforts of the Project staff will be found in later sections dealing with "Adults 16 Years and Over", "Women" and "Agencies". It is sufficient and most important at this point that the efforts of the Project staff have demonstrated a real need for the NCTI staff and Area Board to give real consideration as to how to best serve these populations in their fulfillment of their objective.

The Project staff members were not unmindful of the remaining objectives of the NCTI and they attempted to fulfill them as they encountered persons who fell into the respective area of operation delineated by the objectives. However, the concerns which prompted the development of the Project where concerns related to the 3 objectives of the NCTI described above.

Observations

The Project is entering its third and final year. Generally, these Federal projects are demonstration projects as the term "Exemplary Project" indicates. It is assumed that Federal funds were sought to demonstrate a need and that if beneficial results were found that local authorities would provide funding or find other sources of funds, to continue to provide for these needs.

The experiences of the Project staff clearly indicate that the objectives of the NCTI listed above were not being met or met inadequately when offered to the populations mentioned above. The following observations are briefly stated in preparation for the recommendations to follow. A fuller treatment is given in the sections fo follow in the next chapter.

1. The best intentions and efforts of the Project staff too often were frustrated by the personal characteristics of those whom they sought to help. They were prevented from dealing with them in groups such as those in

classes or in other captive situations. Most of these persons are best dealt with on a one to one basis.

2. The staff found that agencies which dealt with the same prospective clientel were cooperative and that they offered valuable help.

3. The acceptance of the staff in the elementary and secondary schools and the many services rendered is an indication that the services are needed very much. Witnesses from the small schools were impressive. The larger schools appreciated the additional services provided as well as the cooperative use of bibliography and materials of instruction.

4. The efforts at the articulation of instructional activities and programs at the NCTI with those in the secondary schools opened up new vistas for instructional personnel at the secondary schools, and the NCTI, as well as for the secondary school students.

Recommendations

The efforts of the Project staff have been extensive and noteworthy. From the beginning, it was obvious that even with the best intentions and the best efforts that the staff could not fulfill completely all the objectives that were set forth in the proposal. This is to say that a way must be found for carrying on the work that the staff has so significantly pointed up. The following recommendations are presented for the NCTI administration.

1. The administration of the NCTI should establish a formal liaison with social service agencies in order to work with adults for whom the agencies fill a primary need. It appears that whenever a primary need is fulfilled for an adult the project staff achieved a degree of success which would not have been gained without the cooperation of the agency.

2. The administration of the NCTI should seek the cooperation of public school administrators to establish a position in the Cooperative Educational Services Agencies of the NCTI District to assist schools in implementing Career Education.

These persons should be qualified to assist with curriculum implementation and with the evaluation of the program. These persons must be competent with curriculum implementation by means of management by objectives.

3. The administration at NCTI should make formal provision for staff to articulate the vocational programs in the secondary schools with the vocational-technical programs at the NCTI, and to be of assistance to the person in the Cooperative Educational Service Agencies responsible for Career Education in the public and if possible, private elementary and secondary schools.

The following chapter deals with the manner in which the Project staff by various means communicated with as many of the public as possible; describes selected experiences with the broad area of Adults 16 Years and Over; Women, as a separate category of adults; the Project staff's relations with the NCTI staff and the introduction of career education into NCTI classes as well as the cooperation of NCTI staff at the time that the Project staff was trying to introduce the Career Education concept to the elementary and secondary schools and to assist with the implementation into the curriculum of the schools; describe the project staff's experiences with the introduction of Career Education into the schools and finally a review of the Project personnel in relation to the services performed.

Another section to follow will deal specifically with the results of the tests given in selected schools as recommended in the Draft Guidelines for the Evaluation of Career Education Programs.

The Scope of the Project

This chapter consists of the following seven subsections:Communication, Adults 16 Years and Over, Women, Agency Cooperation, NCTI Staff Involvement, School Participation, and Personnel. Each section deals with an aspect of the total effort in which the Project consultants were involved and which was evaluated as best as was possible under the circumstances. After a brief description of activities some observations are made and recommendations are stated.

The following chapter will deal more specifically and at the same time more comprehensively with the work of the project consultants in selected schools. The section on School Participation mentioned above is a general summary and was included in order to complete a description of the scope of the Project.

Communications

The Project staff announced the establishment of the Project and the services available from it by means of the media available, newspaper, T.V., radio, flyers, a newsletter, handouts and a speaker's bureau.

They appeared before local service organizations. They worked with parents and teachers at conferences and provided displays.

As time went on they produced more news letters and issued 2000 flyers for 3 educational programs. They appeared as guests on "55" Feedback, a radio program and the estimate was that 69,000 persons had viewed it. They also appeared on TV emphasizing Area Employment Trends and Education and Work Opportunities for Women.

They presented the American Pie Forum over the local TV station.

Workshops, although largely meant for instruction, are means to communication when presented successfully. Such was the workshop on New Career Opportunities for Women.

Career Development displays were presented at meetings of all kinds. Classes at the NCTI such as "Going Places with Your Personality" were popular. Slide presentations produced at the NCTI were thought to be effective communicators. The excellent bibliography completed by the Project personnel as well as the materials center at NCTI were well received.

Observations

Career education may need to be defined more specifically in the minds of the various publics. It needs to be related to concepts that various publics may hold, rightly or wrongly. Career Education must be associated in the minds of the various publics with the idea that working is something most of us must do to exist, that there are many kinds of careers, that some persons are better adept at some careers than others, that interests can be determined and channeled. The public must know that Career Education is learning about oneself and relating one's interests and abilities to occupations (work), to learning in school in general. They need to know that Career Education is related to the job market, to employment and to the avoidance or diminution of the ranks of the unemployed.

Successful implementation and assured continuation of Career Education in schools is dependent upon public support. Public support, in addition to an appreciation of the concept and the manner in which Career Education is implemented in the schools should be demonstrated when special personnel are to be employed and additional instructional materials and equipment are to be acquired to implement the instructional program.

Recommendations

It is recommended that a special project be financed to conduct a survey that would:

1. identify all the publics of a community relative to their concepts of Career Education,
2. identify the various publics in relation to those who might profit from Career education, and

3. determine the degree of support for the implementation of Career Education at grade level K-14 and for Adults 16 Years and Over.

The results of such a survey should enable a school system contemplating the introduction of Career Education to deal with the public effectively, first, as to who understands the concept and is in favor of the adoption of the concept and thereby gain support for the idea. Secondly, the identificaicon of prospective clientel for the Career Education program and their attitudes toward it would thereby enable the school staff to prepare effectively for dealing with this clientel.

Adults 16 Years and Over

This category, Adults 16 Years and Over, is a very broad category. There are persons who are 16 years and over who are not in public schools. Neither are these people permitted employment in competition with those 18 years and over. Still, they are either subject to attendance at vocational schools and/or are there for special reasons as is illustrated by descriptions to follow.

Furthermore, there is the adult employed, the adult underemployed and the adult unemployed. There is the matter of women adults and men adults.

The effort in this Project has been directed toward various adult groups. The discussion that follows deals with those 16 years and over in a general way. It appears that the expectation was that something for everyone would somehow, in some cases at least, crystalize into a given group of sufficient size to work with effectively.

One of the earlier experiences of the Project consultants was with a group of 80 NCTI full-time students who were instructed in the use of the Job Bank.

A NCTI staff person is assigned to the administration of the General Education Developmental Tests. A general education development preparation class was instructed in the interview methods for job application. This class also provided the students with an opportunity to seek answers to general education information questions.

A girl visually impaired wanting to drop out of school was counseled to remain in school.

The consultants found difficulty in reaching disadvantaged adults. They are of the opinion that working with another agency such as the Job Service Office or Community Action Program has been more effective by assuring definite enrollment of a more cohesive and similar group of participants.

Some senior citizens have been reached through an effort by the Marathon County Public Library.

An effort has been made to reach enrollees in Basic Adult Education programs with career education programs such as self-awareness and career awareness.

Parents of high school seniors who are undecided as to their future have received help from the consultants.

The consultants experience difficulty with attendance at meetings for adults. Apparently experiences differ from city to city.

Out-patients at the Marathon County Health Care Center have received help from the Project consultants.

The consultants have provided in-service programs for 6 members of the Community Action Program Youth Development staff. They are planning a joint effort working with high school dropouts.

The consultants have been conducting weekly meetings at the Store Front, an alternate school program for dropouts from the public school system. This is a program supported by VISTA, The Community Action Youth Development Program and the Board of Education.

The staff is organizing to deal more effectively with rural disadvantaged The Associate Director will coordinate the Basic Education Program because it appears that Career Education and Adult Basic Education are geared to the rural disadvantaged.

Observations

1. The diverse clientel described above is an indication of the problem of dealing with the adult in general. The desire to help everyone is admirable but it spreads a limited staff too thin. In addition, the staff has not the time to determine the reason for their success or failure in dealing with these groups.
2. Apparently, there are primary needs more important to many adults than Career Education as they see it at a given time. Therefore they take care of their primary needs first and education is secondary.
3. The observation of the consultants may have merit that they might deal with some adults more effectively by working with other groups. Apparently, organizations such as the Job Service Office or the Community Action Program fulfill the needs of adults or their primary needs.
4. Store Front Schools have been found effective in some cities. The consultants have found thus far that the enrollment has not been sufficiently stable to offer a program effectively. An attempt will be made to stabilize the enrollment.

Recommendations

1. Limit the number of categories of Adults 16 Years and Over to be dealt with.
2. Coordinate the efforts of the Project consultants with the staff efforts of organizations who seem to command the continued attention of the adult clientel they serve. The consultants have had some experience with this. Other recommendations appear in the section on Agencies.
3. The disadvantaged need to be sought out. For a while they may need to be dealt with on a one to one basis. The consultants need to use the case study approach and keep records as does any clinician in order to offer

guidance and to observe and record progress.

Women

The movement dealing with the status of women has been sufficiently effective so that they received their share of attention among adults by the Project consultants. The consultants worked with women's groups such as the Women's Group at the U.W. Marathon County Center. At a particular time they met with Norma Briggs, Executive Director of the governor's Commission on the status of Women. On the other end of the spectrum they have had a fair amount of success in working with the Mother's Club, a welfare group, an AFDC group known as the Tuesday Morning Mothers Group.

The YWCA has a women's group who call themselves Holiday from Apron Strings. They viewed the filmstrip "Women Today".

Tuesday Morning Mother's Group viewed the filmstrips "Women Today", "Women at Work" and self-awareness film strip "Why I Am Afraid To Tell You Who I Am". At another time this group viewed the filmstrip "You are Important".

The consultants organized a "New Career Options for Women Workshop-Promoting the Development of Girls and Women". One hundred and fifty women attended.

Another program was organized around trends for women's awareness of the status of women and self-awareness. This program was presented in 6-2 hour sessions with an enrollment of 16 women. The program included the filmstrips, "Women Today", "Why Am I Afraid To Tell You Who I Am", and "You Are Important".

The consultants have met with the members of the University of Wisconsin Women's Center group to plan activities for women in the community. At the same meeting the filmstrip "Women At Work" was presented.. Also a plan was developed for a workshop on "Sexism in Educatin".

Observations

1. The present concern for the status of women, and obviously a working group with some prestige has given emphasis to career education for women. It is a

good nucleus to work with and the consultants have capitalized on it to their credit. However, the question arises as to just how much was accomplished. Nonetheless, the illustration bears out the point made by a consultant that working with an established group gives greater impetus to successful career education.

2. Another established group to work with and with some success is the Tuesday Morning Mothers Group. This group which obviously does not have the advantages of the U.W. Women's Center is worthy of the consultants effort. Furthermore, a planned program with definite plans for measuring progress would be rewarding.

Recommendation

1. Consultants should concentrate on working with the Tuesday Morning Mothers Group because they are disadvantaged group. If necessary, use the case study approach to enable the consultant to be productive as well as to measure progress.
2. When working with groups, establish a specific goal or set of goals and determine whether these were achieved. Determine methods of evaluation in advance, possibly with the members of the group. This insures not only effective presentation but assures the group of meeting its needs.

Agency Cooperation

Project personnel have sought the assistance of agencies in carrying out objectives of the Project. This is very much to their credit and is likely to be very productive and of permanent value to the NCTI as well. Not all of the agencies may be listed here but the list is an indication of the agencies that share an interest in Career Education and education generally.

Immediately, the consultants conferred with the public schools of the area. Since the schools in the District have a district organization of their own (not necessarily coterminus with the NCTI District) the consultants sought the cooperation of the Cooperation Educational Service Agencies (CESA).

The chambers of commerce were sought out in several cities. Business, Industry and Education Days were used to an advantage for the schools, the community and the purposes of the Project.

The Job Services Office and the Community Action Program Group were appealed to for assistance and cooperation. WIN and CETA groups were sought out.

The civic clubs such as the Kiwanis Club and the Lions Clubs served as a means of publicizing career education and the purposes of the Project.

The YMCA already had a number of organizations that responded to the appeal of the consultants such as the Holiday From Apron Strings Group and the Tuesday Morning Mothers Group.

The U.W. Marathon County Center was the nucleus for the University of Wisconsin Women's Center and this group appears to be an effective ally in working with women in the community.

The Marathon County Health Care Center and the Marathon County Social Services provide a source of persons whom the Project consultants can help.

The Marathon County Public Library has a clientel to be served by the Project. Furthermore, the Library has facilities as well as program personnel to put at the disposal of the Project personnel.

Observations

1. The Project staff has successfully gone to various agencies for cooperation.
2. The agencies have responded generously and opened up doors to various types of persons in need of assistance which the Project staff can offer.

Recommendations

1. Continue to work with agencies to procure clientel.
2. Attempt to integrate the efforts of the agencies and the Project consultants when objectives appear to merge or are duplicated. The progessionals in all these agencies have similar problems concerning clientel and their prob-

lems are similar to those of the Project personnel. Therefore, pool resources as often as possible.

NCTI Staff

The part played by the instructional staff and the administration of the NCTI is vital to the continuation of Career Education after the Project is terminated. Whereas the Project staff members have demonstrated Career Education in some of the classes of the vocational and technical programs, a number of vocational and technical program instructors have begun to incorporate Career Education in their courses. This experience on the part of the Technical Institute instructors enables them to deal understandingly with their counterparts in the public schools as well as adult groups.

The Director and Associate Director have participated in the articulation meetings of the Local Vocational Education Coordinators (LVEC).

The Project consultants conducted sessions with classes, demonstrated materials and conducted individual counseling as a means of incorporating career education into several NCTI programs.

The Project personnel arranged articulation meetings to be held between instructors at the NCTI and representatives from 17 district high schools.

Tours at the NCTI were arranged for students and parents. A Cluster Buster Symposium in marketing, and contests in business and agriculture were held. As a joint effort between the business department and the Project, a questionaire to determine the time and subjects for further group articulation was presented to approximatley 50 secondary school business education teachers at the Wisconsin Education Association meeting.

Efforts have been made to involve instructors at NCTI in Career Education through the semester in-service meetings, flyers were produced, planning meetings conducted, and classroom demonstrations held. Racks containing brochures with information on programs at NCTI and career development have been delivered to schools as a cooperative effort to student services.

Slide tape presentations developed by NCTI instructors at the Career Exploration Workshop For Students Involved in Youth Work Experience Programs have been completed and are currently being circulated through the NCTI library.

Observations

The Project staff has been permitted by instructors in the vocational and technical instructional programs to demonstrate Career Education in their classes.

A few instructors are beginning to introduce Career Education in their classes at levels where Career Education can make a contribution.

Recommendations

1. Continue to maintain and develop still further articulation between the Project staff efforts and instructional personnel of the NCTI.
2. Continue to use the resources and instructional personnel of NCTI for the development of materials of instruction for use in the public schools.

School Participation

This section is intended to serve as a summary review of the manner in which the schools were opened up to the Project consultants. It also points up arrangements provided in the schools intentionally or otherwise by means of which the Project consultants served the faculty and students of these schools. The next chapter will deal with some of the results in the schools of the efforts of the Project staff.

There were a total of 25 schools involved, including elementary schools, middle schools, junior high schools, senior high schools and a Catholic elementary school and a Catholic high school. All schools in the District were invited to join the Project.

These schools were serviced by five consultants representing the Project. One of these consultants was located originally at Medford, Wisconsin to serve

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the schools in the Western and Northern reaches of the NCTI District. Another consultant was located at Antigo to serve the schools in the Eastern and Northeastern reaches of the District. The other three consultants served at the Central area and Southern section of the District.

After a general meeting of all school administrators letters were sent out again inviting all schools to participate. Enclosed in the letter was a copy of Potential Services in Career Educaiton. The information provided by the responses to this inquiry plus a Careers Inventory Survey for high school seniors served as entrees to work with the schools. An additional activity to encourage participation in the Project was the Career Exploration Workshop held at the NCTI. Students attended and were able to try out their abilities, skills, and interests in the various departments of instruction at the NCTI.

Generally, after superintendents of schools were satisfied with the intent of the Project, consultants, and the scope of the program projected by the consultants, the consultants met with counselors, LVECs and teachers. The school counselors were looked to by the consultants as the coordinators of the persons to run interference for them with teachers and administrators. In some instances the administration selected Career Education Committees. The consultants found that their activities were more successful in those schools where the administrators continued to manifest a vital interest in the Project.

Project consultants had relatively free access to teachers. Consultants worked with entire departments or subject matter groups, grade level teachers and with individual teachers. In some instances, Project consultants met with individual teachers by appointment and in other instances the consultants were available in a given room and teachers were able to confer with them at their convenience. Many times the lunch hour was the most convenient time for the teachers to confer with the consultant. One school system provided substitue teachers to permit the regular teachers to attend meetings that extended over a period of 3 days. It would appear that more school systems could organize for scheduled in-service purposes as did the school system just mentioned if not for so extended a period of time.

The purpose of this evaluation is not to review in detail all of the activities in the schools. These can be found in the quarterly reports issued by the Project Director, Dr. Russell Paulson.

The career interest surveys completed by high school seniors and the Potential Services in Career Education provided the scope of services available from the Project consultants. The Project has an extensive library of instructional materials and equipment to loan to schools. In addition, courses were offered for credit in cooperation with U.W.-Stout. Classroom demonstrations were conducted by means of mini-courses.

The activities that were developed by the respective school faculties and students are of interest. Again, a detailed listing and description is not the intent of this report. However, some highlights are in order. One school system organized a mobile unit to move among the elementary schools to give students the experience of taking simple equipment apart and to put it together again. Another school developed a career program for retarded children.

Another school system set up a two week workshop to develop an 80 page handbook which included guidelines, objectives and goals to be adopted by the school administration to be used system wide. For the same community the Professional Women's Club volunteered help to implement the Career Education program in the schools.

One of the area school systems set up a 3 day "Community-Schools Career Education" program. Substitute teachers were provided. During this time classroom demonstrations were given, panel discussions were held involving students and teachers. Instructional materials and audio-visual presentations were set up for students and teachers.

New teachers needed to be introduced to and oriented to Career Education. A special effort was made in one system as a means to carrying on effectively where a previous teacher had left off.

Career Resource Guides and Community Resources Guides have been developed by several schools.

Career Development Days for students and faculty have been set aside by some schools.

Other schools have seen the necessity for the establishment of Parent-Teacher Conferences and often in connection with these conferences information films have been shown such as "Future Shock" and "The World of Work".

In some instances consultants have been available to students, parents, and teachers meeting together.

Faculty members at one school indicated that materials of instruction were more important for high school teachers whereas elementary school teachers rated in-service education more important.

Coordination among agencies serving the entire community is an effective aid to Career Education. In one community, all the agencies serving the community participated in the development of a Community Services Guide to Career Education.

Smaller schools have found it profitable to arrange for schools coming to a convenient location to make better use of the consultant's time and also to share ideas.

A draft copy of the "Guidelines for the Evaluation of Career Education Programs" was introduced during the latter part of the year. An attempt was made to establish treatment and control groups of schools to determine any progress in Career Education especially in self-awareness and career awareness. Commercially produced tests recommended in the Guidelines were used. Test results will be discussed in the chapter on Evaluation at Grade Levels 3,5,9, and 12.

The consultants were of the opinion that the adults with whom they had worked would not respond either in groups or as individuals to the use of tests such as recommended by the Guidelines.

There is no doubt that the school systems of the NCTI District have accepted the Project consultants and the concept of Career Education, although they may have done so with varying degrees of effectiveness. Furthermore, their acceptance is testimony also to the leadership and services provided by the Project personnel.

Observations

1. Project consultants have observed that they are most satisfied with their progress at those schools were there is active support by the administration.
2. One of the schools in which it appears that a great effort was concentrated in 2 or 3 days provided substitute teachers to release teachers to work with students and parents on Career Education projects.
3. Another school made a special effort at the induction and orientation of new teachers to the program.
3. One of the superintendents of schools appointed a Career Education Committee consisting of faculty members to develop a guide for the introduction of Career Education into the system.
5. In some communities citizens organizations participate in the development of community resource guides.

Recommendations

1. Be sure that someone in a school system keeps the top administration informed about the progress of Career Education in a given system.
2. Encourage the release of teachers from classes by means of substitue teachers.

3. The induction and orientation of new teachers into Career Education should be encouraged.
4. The appointment of committees of teachers to plan guides for Career Education for adoption by the administration should be encouraged. Such teacher participation in policy formation makes for continued success of Career Education.
5. Encourage ad hoc citizen participation wherever they can help develop and strengthen the program.

Personnel

The Director and Associate Director have attended national conferences to keep abreast of developments in Career Education. The Director has offered UW-Stout credit courses in Curriculum and Methods in Career Education. Consultants have attended state wide meetings of the Personnel and Guidance Association.

Director and Associate Director have conducted articulation meetings with NCTI staff and LVECs.

The consultants have directed in-service programs in the public schools and with individuals.

Business, Industry, Education Days sponsored by chambers of commerce have been attended by the consultants.

Service clubs have been opened to them to tell their story.

They have presented filmstrip showings at the Marathon County Public Library.

The incorporation of Career Education into the classes at NCTI is to their credit.

A review of their dealings with agencies attests to their acceptance with them.

They have been willing to meet with parents of undecided seniors, and with teachers during their noon hour.

As a means of attracting more adults to the Career Education program, and as a more efficient, effective use of personnel, the Associate Director has also taken on the responsibilities as Coordinator of Adult Basic Education at NCTI. Since both programs are geared for the rural disadvantaged adult, many of the responsibilities are overlapping. Another consultant will be hired to assume the consultant role in the schools which have been served by the Associate Director.

A review of the previous sections dealing with Communication, Agency Cooperation, Adults 16 Years and Over, Women, working with the NCTI staff and the consultants work with the schools leaves no doubt that much has been accomplished by the consultants in their attempt to make the communities and schools Career Education conscious. However, this is largely based on observation and observation that is based on the evaluators assumed knowledge of conditions prior to the introduction of the Career Education concept.

Observations

1. An integral part of the evaluation of personnel is the establishment of objectives, activities and outcomes as outlined above for a project and its subsidiary parts.
2. Job analysis and job descriptions are important to employer as well as to employee in that each must know what is to be done and what is considered to be normal accomplishment.
3. Growth of personnel and special advancements of the project are designated as job expectations, in other words, expectations over and above the normal activities to get a given job done. The latter may be illustrated by a consultant working with a school. The normal outcome would be for teachers to accept the instruction of a consultant and apply it in the school situation. The student would do well on a career development assessment and parents would seek the consultants' counsel. However, the determination of the administration to release a teacher or teachers and employ substitute

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teachers or add paraprofessionals to enable the teachers to attend an in-service program or to plan or to produce special materials would be considered a job expectation over and above the normal routine.

The evaluation of consulting and supervisory personnel presents some hazards because the object of change is twice removed and often more. In other words, between the administrator or the Project Director and the student or the recipient are the consultants and the teacher and possibly others. Consequently, a constant alertness to obstacles of success and changes by all personnel involved is important. Frequent consultations between teachers and consultants and the consultants and the Director are most important and the establishment of formalized procedures to maintain such communication is imperative. The consultants were aware of communication problems and as a result located their offices in Wausuu rather than reducing distance by locating consultants in regional offices. Furthermore, they soon discover that each had special contributions to make and then not only pooled their resources but also worked in each other's territories.

Recommendations

1. That objectives, activities and outcomes established for the Project and for subsidiary aspects of the Project be constituted as an aspect of personnel evaluation.
    A. Specific objectives for subsidiary components of the Project along with the general objectives should be stated. Objectives are guides to action and the greater the specificity, the more likely is the effort of the consultant to be directly related to the objective.
    B. Specific anticipated activities to be conducted by the consultants in their efforts to carry out the purposes of the Project should be stated. These may be modified from time to time as circumstances may dictate.
    C. specific outcomes anticipated by the consultants resulting from their efforts to implement the objectives should be listed. Variation in

outcomes can always be explained and many times justified. Outcomes may be demonstration of skills, verbal or physical, they may be interactions among persons and they may be written responses.

These statements submitted prior to the signing of an evaluation agreement will serve as a means to arriving at a consensus between the Project personnel and the evaluation team concerning the method of evaluation.

The benefit to be derived from such an understanding would enable:

a. the consultants to pursue a more purposeful activity
b. the consultants to direct their energies to specific targets
c. the evaluators to eliminate as much bias as possible since they would be looking for specific pre and post data rather than relying on the possibility that they may understand the clientel's previous condition.

Specific items furnished by the consultants to be evaluated would be more likely to produce a more fair assessment of the consultants' efforts. The evaluators should evaluate on the basis of stated anticipated outcomes and of the effort put forth by the consultants rather than the evaluators expected outcomes and the effort the evaluators think the consultant should have put forth. The latter point of what the evaluators believe the consultant should have done in preference to what he did is a question that can be discussed after the evaluation.

2. That job analysis and job descriptions be instituted to enable consultants to know what is considered normal accomplishment.
3. That expectations of job performance beyond the goals of normal accomplishment be established.
4. That formalized procedures for constant communication be maintained and improved whenever possible.

Summary and Recommendations

Anticipation of the consequences of the efforts expended during the three year Project after two years of its existence is in order. The momentum developed and the direction set during the first two years will carry the Project to its successful conclusion. Funds were used purposefully and judiciously. The local District board as well as those agencies whose purposes are of a cooperative nature, in cases such as this, for the welfare of the citizens, can choose those aspects of the Project which they find conducive to the furtherance of their objectives.

Exemplary projects are those that should set an example or set a pattern. There are those aspects of the Project which at the end of the first two years indicate a pattern to be followed once the Federal funding ceases. For these aspects it is important that efforts be started to set up or set in motion the administrative machinery, describe positions to be filled, and duties to be performed by full time and part time personnel with the District Board of Vocational, Technical, and Adult Education, in other agencies, and in cooperation with other agencies. Other agencies to be directly concerned are the respective Cooperative Educational Service Agencies. Agencies with whom to coordinate the efforts of the District Board of Vocational, Technical and Adult Education are the social and welfare agencies of the respective counties along with the private agencies and local civic and professional organizations. Project personnel have worked with these agencies with some success and these relationships need to be firmed up and formalized as much as possible. It is important that no time be permitted to elapse for the understanding and appreciation of the results of the Project to become dissipated and for the lack of leadership and funding.

A great deal of the effort of the Project personnel was devoted to the education of the public to Career Education during the first half of the Project period, and understandably so. Newspapers, radio, TV, handouts, teachers meetings, panel discussions, film showings and appearances before professional and civic clubs were used to an advantage. Career Education is being introduced and implemented in schools in various degrees and with varying success without legislative mandate as in contrast to other curricular offerings. This may be a strength. What do the various publics conceive Career Education to be? To what extent do the various publics think that it applies to them? To what extent are they willing to finance it? These and related questions ought to be answered. Unless the answers to these questions and related ones are answered in favor of Career Education, the results of efforts at its implementation may be a long time in coming. The financing of such an investigation would be in order at this time. The results might lead to a clarification of the present approaches or other alternatives rather than a legislative mandate and a more firm support for Career Education in our schools and for adults out of school.

The cooperation with and the coordination of efforts with other agencies has been mentioned above. Adults who definitely were in need of assistance from the Project often were not found in organized classes or groups, and if they were, they were in an agency not directly related to the schools. Often these adults had found the fulfillment of their primary needs with a welfare or social agency supported by the government. More often these agencies were public rather than private, although not always. Personal characteristics of these individuals often were such that they were very wary of highly organized groups, at least at first. Formalized cooperative and coordinated and hopefully integrated efforts should be instituted with public and private agencies for the benefit of these adults 16 years and over.

The category of Adults 16 Years and Over is a very broad one and the category or the terminology in reference to it should be used with reservations. Often the term adult is used when the speaker has in mind a specific category of adults. There are too many categories of individuals under this general heading to talk about them meaningfully. At first the efforts to serve individuals or groups in this broad category were too diffused, first, in an effort to reach them through the media, and later, in trying to work with them in groups. In reality, efforts at contacting these people should be as specific publics and/or as individuals. After some experience, Project personnel did deal with them in groups. Furthermore, the efforts should be directed toward the disadvantaged. To be of assistance to well educated women in the cause of the equal status of women is noteworthy but the disadvantaged are in far greater need of assistance.

The efforts to evaluate personnel are hazardous. This becomes more so as the end product becomes farther removed from the source of the innovation. In the case of this Project there are at least the Project consultants and the teachers between the originator of the Project and the recipients, students or adults. These hazards can be reduced first, by a very specific delineation of objectives of the Project, a description of the activities and skills of the consultants for reaching the outcomes, and then the outcomes anticipated, the outcomes to be stated as much as possible in as near behavioral terms as possible. Secondly, these hazards can be reduced still more if before employment of personnel a job analysis is made and a job description is prepared. This job description should include a description of any specific competencies or skills that may be required. These job specifications can be still further enhanced by a statement of job expectations. Job expectations are those activities and results of efforts of the consultants which are over and above those normally required to carry on the work of the Project. Thirdly, a continual review of the activities and problems and successes encountered by the entire Project staff are essential. To insure this constant review, the Director of the Project should formalize a schedule of such review meetings as well as provide for special meetings requested by a member of the staff. Project personnel after a few months of experience with their organizational structures and location of consultants out in their respective territories revised the structure and based all consultants in the central office in order to improve communication and to use the special abilities of the consultants where the respective consultants saw the need for them.

In summary, the efforts during the last year of the Federal funding should be directed in part, toward formalizing working relationships with schools and the Cooperative Educational Services Agencies, and welfare and social agencies, public and private, and civic and professional organizations. Secondly, the number of publics to be served by the Project should be reduced in order that specific gains or failure of gains may be determined and in order to establish the success or failure of given methods used as a means to achieving the goals of the Project. Specific types of persons or groups should be identified with whom to work such as the schools and welfare mothers or certain categories of unemployed men and/or women.

Recommendations

1. The administration of the NCTI should establish a formal liaison with social service agencies in order to work with adults for whom the agencies fill a primary need. It appears that whenever a primary need is fulfilled for an adult the Project staff achieved a degree of success which would not have been gained without the cooperation of the agency.
2. The administration of the NCTI should seek the cooperation of public school administrators to establish a position in the Cooperative Educational Service

Agencies represented in the District to assist the public schools (private if possible) with the implementation of Career Education. Persons filling these positions should be qualified to assist with implementation of the curriculum, the establishment of behavioral objectives and the evaluation of the program.

3. The administration of the NCTI should make formal provisions for its instructional staff to articulate the vocational programs in the secondary schools with the vocational-technical programs at the NCTI and to be of assistance to the persons in the Cooperative Educational Service Agencies responsible for Career Education in the public and private elementary and secondary schools.
4. A special project should be financed to conduct a survey that would:
   a. identify all the publics of a community relative to their concepts of Career Education,
   b. identify the various publics in relation to those who might profit from Career Education, and
   c. determine the degree of support for the implementation of Career Education at grade levels K-14 and for Adults 16 Years and Over.

The results of such a survey should enable a school system contemplating the introduction of Career Education to deal with the several publics effectively; first, as to who understands the concept, secondly, who is in favor of the adoption of the concept and thereby gain support for it, and thirdly, the identification of the prospective clientel for the Career Education program and the attitudes of this clientel toward it in order to enable the school staff to prepare effectively for dealing with this clientel.

5. For the next year, limit the number of categories of Adults 16 and Over to be dealt with.
6. The Project consultants should firm up their coordinating and cooperating efforts with the staff efforts of organizations who seem to command the

continued attention of the adult clientel they serve. The consultants have had some experience with this.

7. The disadvantaged need to be sought out. For awhile they may need to be dealt with on a one to one basis. The consultants need to use the case study approach and keep records as does a clinician in order to offer guidance and to observe and record progress.
8. Consultants should concentrate on working with the Tuesday Morning Mothers Group because they are a disadvantaged group. Again, consultants should use the case study approach to enable them to be productive as well as to measure progress.
9. Consultants when working with groups should establish a specific goal or goals and decide the means by which the achievement of these goals can be determined. Methods of evaluation should be determined in advance with the group. This would insure not only effective presentation but would assure the group that its needs would be met.
10. The professionals in all social and welfare agencies have similar problems and they are similar to those of the Project consultants. Therefore, efforts should be continued to exchange knowledge and other resources with each other as well as to procure clientel.
11. The articulation of the efforts of the Project consultants with the instructional staff of the NCTI must continue.
12. The use of the instructional resources of the NCTI for the development of materials of instruction for use in the elementary and secondary schools is to be commended. The extent to which this must continue is dependent on the responsibilities for Career Education accepted by the Cooperative Educational Service Agencies after the Project is terminated.
13. After school administrators have given their approval to the Project consultants to work with instructional personnel the consultants work with

the teachers regularly. However, Project personnel have found out that their success has been in those schools where they had the continued support of the administration. The administration of the schools must continually be informed and a definite time and procedure for doing so must be established.

14. School administrators should be encouraged to release teachers from classes and to employ substitute teachers to enable regular teachers to attend workshops, in-service training and to develop materials of instruction.
15. The induction and orientation of new teachers to Career Education should be encouraged.
16. The appointment of committees of teachers system-wide to plan guides for Career Education for adoption by school administrations should be encouraged. Such teacher participation in policy formation makes for continued success of Career Education.
17. Ad hoc citizen participation whenever they can help develop and strengthen the program should be encouraged.
18. That objectives, activities and outcomes established for the Project and for subsidiary aspects of a project constitute an aspect of personnel evaluation.
    a. Specific objectives for subsidiary components of a project along with the general objectives should be stated. Objectives are guides to action and the greater the specificity, the more likely is the effort of the consultant to be directly related to the objective.
    b. Specific anticipated activities to be conducted by the consultants in their efforts to carry out the purposes of the Project should be stated. These may be modified from time to time as circumstances may dictate.
    c. Specific outcomes anticipated by the consultants resulting from their efforts to implement the objectives should be listed. Variation in outcomes can always be explained and many times justified. Outcomes may be

demonstration of skills, verbal or physical, they may be interactions among persons and they may be written responses.

These statements submitted prior to the signing of an evaluation agreement will serve as a means to arriving at a consensus between the project personnel and the evaluation team concerning the method of evaluation.

The benefit to be derived from such an understanding would enable:

a. the consultants to pursue a more purposeful activity
b. the consultants to direct their energies to specific targets
c. the evaluators to eliminate as much bias as possible since they would be looking for specific pre and post data rather than relying on the possibility that they may understand the clientel's previous condition.

Specific items furnished by the consultants to be evaluated would be more likely to produce a more fair assignment of the consultants' efforts. The evaluators should evaluate on the basis of stated anticipated outcomes and the effort put forth by the consultants rather than the evaluators' expected outcomes and the effort the evaluators think the consultant should have put forth. The latter point of what the evaluators believe the consultant should have done in preference to what he did is a question that can be discussed after the evaluation.

19. That job analysis and job descriptions be instituted to enable consultants to know what is considered normal accomplishment.

20. That expectations of job performance beyond the goals of normal accomplishment be established.

21. That formalized procedures for constant communication be maintained and improved whenever possible.

APPENDIX A

PUBLICITY SAMPLES

Newspaper Articles

Radio Announcements

Flyers and Brochures

NCTI Career Education News

SECOND QUARTER

TABLE III

Public Relations

Type of Publicity	Location or Placement	Number Involved
Newspaper Articles	Wausau Daily Record Herald (Circ.) 27,700	27,700
Flyers (Future Shock Film)	Social Services agencies, schools, grocery stores, mailing list in Wausau	200
Flyers (Career Decision-Making)	Social Services agencies, schools, grocery stores, mailing list in Wausau	200
Flyers (American Pie Class)	Social Services agencies, schools, grocery stores, mailing list in Wausau	2,000
Flyers (Panel on Opportunities for Women)	Social Services agencies, schools, grocery stores, mailing list in Wausau	500
"55" Feedback Radio Show, radio announcements, and television	Wausau - WSAU - Seventeen counties 69,200 (Estimated listening audience)	69,200
Bookmarks	Marathon County Library	1,850
North Central Technical Institute Career Education Newsletter	North Central Technical Institute, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in Career Education	650
Target (North Central Technical Institute Newsletter)	North Central Technical Institute employees, Vocational Districts, State office, retired employees of NCTI	300
Mailing Lists	Information on panel discussion and two class meetings	103 +
Phillips "Bee"	One article Phillips "Bee"	5500
	Total Possible Persons Reached	108,203

Third Quarter

TABLE III

PUBLIC RELATIONS AND DISSEMINATION

Type of Publicity	Location or Placement	Number Involved
Newspaper Articles	Wausau Daily Record Herald (Circ.) 27,700	27,700
Flyers (Who Am I? 1-A")	Social Service Agencies, schools, library, mailing list	400
Flyers (Career Days)	Edgar Career Days	400
Flyers (Project Services)	Upon request	200
Radio Announcements, library show & television	Wausau - WSAU and WRIG (Estimated listening audience)	69,200
North Central Technical Career Education Newsletter	NCTI, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in career education	660
Target (North Central Technical Institute Newsletter)	North Central Technical employees; Vocational Districts, State office, retired employees of NCTI	300
Flyers (Get The Message on sound/slide presentations)	To district public schools and interested individuals	500
Newspaper Article	Stratford Journal	925
Career Education Advisory Committee Meeting	NCTI	15

TABLE III (Con't)

PUBLIC RELATIONS AND DISSEMINATION

Type of Publicity	Location or Placement	Number Involved*
Sectional	UW-Stout Guidance Conference - Menomonie	40
Sectional	Wisconsin Career Education Task Force Meeting	12
Group Meeting	Wisconsin Consortium	32
Flyer	Guide and Materials Available from my Project	200
Group Meeting	Advisory Committee Meeting	15
	Total number involved	100,599

* Some numbers for large group meetings are approximate

FOURTH QUARTER

TABLE III

PUBLIC RELATIONS AND DISSEMINATIONS

Type of Publicity	Location or Placement	Number Involved*
Newspaper Articles	Wausau Daily Record Herald	27,700
Flyers (UW-Stout Workshop)	School Personnel	650
Flyers (Career Exploration Workshop)	YWE Students	150
Radio Announcements	Wausau-WSAU & WRIG (Estimated listening audience)	69,200
North Central Technical Institute Career Education Newsletter	NCTI, District Public Schools, Other Career Education Projects, Wisconsin Technical Schools, Cooperative Educational Service Agencies, Department of Public Instruction, and other leaders in career Ed.	672
Business Articulation Meeting	Area Business Teachers	50
Assertiveness Training Workshop	UW-MC Women's Resource Center mailing list and Career Education mailing list	600
	Total number involved	99,022

* Some numbers for large group meetings are **approximate**

Meet the "new" Faculty

LOIS GILLILAND.........
Associate Project Director
of Career Education Project

Lois has a B.M.E. Degree from the University of Nebraska and a M.A. in education from Idaho State U. Before coming to NCTI Lois was a career education consultant and librarian for the Menomonie Public Schools, Menomonie, Wisconsin. Her past experience includes elementary school teaching in Nebraska, a position as librarian and coordinator of special services at Idaho State University, and circulation librarian at the UW-Stout at Menomonie. She is a member of Delta Kappa Gamma Educational Honor Society and ALA. Her hobbies are singing, golfing, and snow skiing. Lois and her husband, Harold, reside at 4315 Douglas Lane, Schofield. They have three children.

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CAREER EDUCATION WORKSHOP HELD

A career education workshop at NCTI August 12-16 was attended by 31 teachers, guidance counselors, and administrators from nine area public school systems. The purpose of the workshop was to help educators develop curriculums based on career education concepts.

Featured resource speaker at the workshop was James Bowman of the UW-Stout. Keynote speaker was Donald Dean, Madison, executive vice-president of the Associated General Contractors of America. Dean described students' transition from school to work, employers' concerns about today's employes, and what schools and teachers should be doing in career education.

A panel discussed employment prospects for the 1970's. Panel members were James Olson, vice-president for finance of LOED Corporation; Barbara Andrews, assistant director of management and personnel development for Employers Insurance of Wausau; John Cook, employment counselor, State Employment Service; and Paul Link, NCTI student services administrator.

The workshop was coordinated by the NCTI career education project associate director Lois Gilliland and project consultants Ruth Hase, Peg Mallery, Roger Zerrenner, and Bill Kubeny.

All Parents Invited

An informal meeting for parents interested in helping their children to plan and prepare for a future career will be held at 7:00 P.M. October 22 in the "commons area" of the Phillips High School.

Roger Zerrenner, Career Education Consultant in a Federal program conducted through the North Central Technical Institute, will conduct the meeting.

Information and materials in the following areas will be available: self-awareness, career awareness, career preparation, interest, aptitude, skills information, understanding and communicating with the youth of today, value clarification and decision-making information, and facts concerning job trends and the future outlook.

Everyone is welcome to attend.

"The Bee"
(Phillips, Wis.)
Thurs., 17 Oct. '74

WAUSAU DAILY RECORD-HERALD

FRIDAY, OCTOBER 18, 1974—

Career development help now available

People looking for help in establishing a career, now have a place to turn.

The federally funded Career Education Project, located at the North Central Technical Institute, offers people of all ages help in developing a career. Peggie Mallery, a career education consultant working with the project, explained the program before the Kiwanis Club of Greater Wausau Thursday evening at the Elks Club.

"We try to help the unemployed and the underemployed," Mrs. Mallery said. "By underemployed I mean people who have a job, but are not satisfied and would like to find a new career. Career development is a lifelong process and individuals regardless of age or position may want additional information or counseling."

The project has a staff of six and another person on the Antigo Technical Institute campus. In addition to its work with adults, the project also works with teachers and counselors to expand career development activities in kindergarden through the 12th grades in the areas of self - awareness, career awareness and decision - making.

Attempts also are made to make women more aware of the wider variety of careers offered to them. A series of quarterly seminars on this subject will begin at 7:30 p.m. on Oct. 29 at the Marathon County Public Library.

Persons desiring help in career development can contact the project office by calling North Central Technical Institute at 675-3331.

WAUSAU DAILY RECORD HERALD

Career education program is slated

The federally funded career education program at North Central Technical Institute will sponsor two public career informational sessions at Marathon County Public Library next week.

The programs will focus on career decision - making and occupational opportunities and trends for women in the Wausau area.

A film designed to assist persons entering or changing occupations will be presented at 7:30 p.m. Monday in the Wausau Room. Discussion and individual assistance with career development will follow the film.

The program will be of special interest to juniors and seniors in high school and their parents.

Tuesday night at 7:30, a panel discussion on job opportunities for women will be presented.

Participants will be Don Abbott, director of training at Drott Manufacturing Co.; JoAnn Plano, employment counselor at Wisconsin Employment Service; Phyllis Webster, personnel worker at Marathon Electric; Jim Vilendrer, placement director at North Central Technical Institute, and Paul Bartell, employment counselor at Manpower Inc.

The program will cover traditional and non - traditional career opportunities, educational programs and employment application techniques for women.

There will be no admission charge for either of the programs.

The staff of the career education project at NCTI is available to assist persons of all ages with career development. Staff members may be contacted at NCTI.

Women's employment to be discussed

"Area Employment Trends, Education and Work Opportunities for Women" will be the topic of a panel discussion Tuesday at 7:30 p.m. at the Marathon County Public Library Wausau Room.

Participants will be employment personnel workers and interested women.

The program is a North Central Technical Institute career education project. Those attending will help to plan future meetings on concerns of women.

WAUSAU DAILY RECORD HERALD

Adult career program set

The American Pie Forum, a new program of career information for adults, will be held Thursday at 7:30 p.m. at North Central Technical Institute Studio B.

The event will include films, discussion and materials, and is open to the public free of charge.

Weekly sessions will be held, coordinated by the NCTI career education project staff.

'American Pie' series to begin

As a part of National Career Guidance Week, Nov. 10-16, the North Central Technical Institute career education staff will present the first of a series of six meetings on adult career development.

The first meeting will be held Thursday at 7:30 p.m. in Studio B at NCTI. The sessions will focus on a new film presentation of career education for adults called the American Pie Forum.

A discussion will be held after the film and free materials will be available. The subjects covered in the first session include job discrimination, the employment service, apprenticeships, proper use of credit and wage garnishment.

Calendar of Events

TODAY

Tryouts for Wausau Community Theater's "Music Man," University of Wisconsin Marathon Center North Hall rooms 459 and 330, 7 p.m.

Career education for adults forum, North Central Technical Institute, Studio B, 7:30 p.m.

St. Omer Commandery 19, KT, Wausau Masonic Temple, 7:30 p.m.

Sons of the VFW 707, U.S. Army Reserve Center, 1300 Sherman St., Wausau, 7 p.m.

American Legion and Auxiliary, clubhouse, 8 p.m.

Pulp, Sulphite and Papermill Workers Local, Labor Temple, 7 p.m.

American Federation of County, State and Municipal Workers Local 326, PK Clubrooms, 8 p.m.

Lean Jeans TOPS Club, County Historical Museum, 7 p.m.

Loyal Order of Moose, Moose Home, 711 McClellan St., Wausau.

Weight Losers, 2141 Grand Ave., Schofield, 7 p.m.

Marathon Town and Country AA, St. Anthony's Retreat Center, Marathon, 8:30 p.m.

Perma - Slim, St. Mark's Catholic School, Rothschild, 7:30 p.m.

AA, St. Paul's Guild Hall, 8:30 p.m.

Weight Watchers International, 1009 Third St., Wausau, 7:30 p.m.

FRIDAY

Senior Citizens, Riverside Center, 1:30 p.m.

Wisconsin Valley Shrine Club, Wausau Club, noon.

Puppet Show for children, Marathon County Public Library, 4 p.m.

Calendar of Events

TODAY

"Arsenic and Old Lace," Wausau West High School, 8 p.m.

Sixth grade choir concert, John Muir Middle School, Wausau, 7:30 p.m.

Career information program for adults, North Central Technical Institute Studio B, 7:30 p.m.

Wausau Council 22, R&SM, Wausau Masonic Temple, 7:30 p.m.

Wausau Junior Woman's Club, Marathon County Health Care Center, 8 p.m.

National Association of Engineers, Eagles Hall.

Elks Lodge 248, Elks Club, 8 p.m.

St. Ceclia's Court 357, NCSF, Brennan Hall, 7:30 p.m.

Eckankar, ECK Center, 124½ Washington St., Wausau, 7:30 p.m.

Pulp, Sulphite and Papermill Workers Local 217, Labor Temple, 7 p.m.

Rib Mountain Louge 2131, IAM, Labor Temple, 7:30 p.m.

Retail Clerks Local 949, Labor Temple, 8 p.m.

Lean Jeans TOPS Club, County Historical Museum, 7 p.m.

Loyal Order of Moose, Moose Home, 711 McClellan St., Wausau.

Weight Losers, 2141 Grand Ave., Schofield, 7 p.m.

Marathon Town and Country AA, St. Anthony's Retreat Center, Marathon, 8:30 p.m.

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AA, St. Paul's Guild Hall, 8:30 p.m.

Weight Watchers International, 1009 Third St., Wausau, 7:30 p.m.

WAUSAU DAILY RECORD HERALD

Personality class slated

"Going Places with Your Personality" will be presented Thursday at 7 p.m. at North Central Technical Institute.

The program, which will be presented for six Thursdays, is sponsored by the career education staff of NCTI.

The two - hour sessions will include role playing of job interviews; exposure to the 15 occupational clusters, human relations training and goal setting, and information sessions.

Individuals are requested to attend all six meetings. The classes are designed to increase self - confidence that will enhance skills with respect to obtaining employment, holding a job or advancing on the career ladder.

Further information may be obtained by calling the career education office at 675-3331, ext. 210.

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y, Jan. 9, 1975

Counseling workshop scheduled

Sex equality in guidance counseling and the break down of stereotyping will be discussed at a workshop for school counselors on Jan. 30 at Holiday Inn, Wausau.

"Promoting the Development of Girls and Women" is sponsored by the Career Education Project at North Central Technical Institute, the American Personnel and Guidance Association, the Department of Public Instruction and the Caucus for Women of the Wisconsin Personnel and Guidance Association.

Joan Daniels Pedro, a high school counselor in Middleton, will be the workshop leader. She attended a workshop in Washington, D.C., which focused on recent developments in the counseling of girls and women.

The workshop, which is aimed at non - biased counseling, will feature filmstrips, video segments, panels and small group discussions.

Further information may be obtained by calling the Career Education Project at NCTI.

WAUSAU DAILY RECORD HERALD

Career class is scheduled

A career development group session, conducted by the career education staff at North Central Technical Institute, will be held Thursday at the Marathon County Public Library.

"Who Am I? 1-A" will meet from 6:30 to 9:30 p.m. The emphasis of the session will be self development. If the group desires, the session will be expanded into a class series.

More information about the group session and individual assistance in career development is available by calling the career education office at 675-3331 ext. 210.

'Employment and Women' is Wausau BPW topic

"Employment and Women" was the topic presented this week by Mrs. Ruth Hase, North Central Technical Institute career education consultant, when the Wausau Business and Professional Women met at the Wausau Club.

She showed the film, "Women Today," and noted that the new look which women are taking at their status in all areas has focused sharply on employment. She said women are in the labor market in greater numbers than ever before, and most women work because they or their families need the money which the women can earn.

Women are concerned, she said, about the amount of money they are able to make and the quality of the job experience they are able to find.

Mrs. Hase also commented that although there is some improvement affecting the lot of working women, large numbers of women are working under conditions which not only have great hardships for them but are a shocking waste to the community. She said, though, that women are no longer willing to endure this waste of themselves and their potential social contributions.

She said women have begun the push toward the first goals in the attainment of economic equality, the change in attitudes of both men and women toward sex stereotypes in work and the legal underpinnings which help to bring about such changes and which safeguard the changes.

Ms. Marge Pautz and Ms. Joan Tetzlaff, members of the foundation development committee, presented a film, "Foundation Comes of Age," stressing the BPW scholarship program, career awareness program, library - reference center and publication.

Mrs. Jean Crego, Mrs. Betty Canfield and Miss Florence McCormick reported on the third legislative conference, "A Woman's Place in the World," held recently at Lake Geneva.

The next meeting will be guest night.

Page 18—Wausau-Merrill, Wis. Daily Herald—Thursday, March 6, 1975

News of Edgar area

A two-day career education program will be held at the Edgar Public Schools on Monday and Tuesday March 24 and 15. North Central Technical Institute career education consultants will be present with career education materials in both high school and elementary libraries. Parents are invited to attend on Monday, March 24.

Career days set at Edgar

A career development program will be held at the Edgar public schools Monday and Tuesday for parents, students and teachers.

Career education materials will be on display for viewing and career education consultants from the North Central Technical Institute will be present to provide information and to answer questions concerning careers.

The two - day program is designed to provide information on the development of attitudes, self - awareness and values. Attention will be given to decision making, career exploration and the job interview.

The consultants will be stationed in the elementary and high school libraries.

THE STRATFORD JOURNAL

WEDNESDAY, DECEMBER 18, 1974

Career Seminar for Seniors, Parents

Stratford high school will host a three session career seminar for senior students and their parents beginning on Wednesday, January 8, 1975. The purpose of this program is to provide information to help students and parents make knowledgeable decisions for the future.

Attendance at these sessions will greatly aid the parents in participating in the future plans of their sons nad daughters.

The tentative agenda for each session is as follows:

Session 1, January 8, 8:00 - 9:00 p.m. — N.C.T.I. career consultant:

World of work:

A. Parents and career education;
B. Decision making;
C. Influences on career choice;
D. Sixteen career development concepts;
E. Fallacies affecting occupational choice;
F. Job clusters explained.

Session 2, January 15, 8:00 - 9:00 p.m. — Mr. Michael Young and Mr. Herb Scidmore.

Cost of Attending —

A. Vocational school;
B. Public university — commuting student;
C. Public university — resident student;
D. Private university.

Financial Aid —

A. What aid is available;
B. Need determination;
C. How to apply.

Session 3—January 22, 8 :00 - 9:00 p.m. — N.C.T.I Career Consultant:

Occupational Outlook:

A. Trends in the occupational outlook;
B. Film — Future Shock;
C. Discussion of the film.

All sessions will be held in Room 64 in the high school building.

A letter has been given to each senior, inviting his or her parents to attend these sessions. If any parent did not receive a letter or has misplaced it, another may be obtained in the guidance office of the school or by calling 687-4311.

Target
Excellence in Vocational-Technical Instruction

March 14, 1975

COMMUNITY CAREERS DAY ANNOUNCED

Over 30 area industries will participate in a career day scheduled for March 26 and 27 at the Wausau West High School fieldhouse. The event is sponsored by the Wausau Area Personnel Club and the Wausau and D. C. Everest School Districts and aims to allow area youths and young adults to learn about trades and job opportunities in the Wausau area. Booths demonstrating skills, from turret lathe operations to data processing, will allow students and their parents to observe opportunities for employment and education in the Wausau area. Demonstrations will run from 9 a.m. to 3 p.m. on March 26 and from 9 a.m. to 7 p.m. on March 27. There is no admission charge for attending. George Glaser, Personnel Manager at the Marathon Electric Corporation, is General Chairman of the Career Day.

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Open house scheduled

Athens High School will hold open house Monday from 8 to 10 p.m.

An assembly program at 8 p.m. will introduce the faculty members and information will be distributed on requirements for high school graduation and college entrance.

Parents will be given time to confer with faculty members regarding student progress in classes. Career consultants from North Central Technical Institute will be in the commons area to discuss career possibilities. James Rogaczewski, high school guidance counselor, will have college scholarship and financial aid information.

Students will demonstrate audio - visual equipment and business machines. Science exhibits and experiments will be set up in the science labs. The swing choir and instrumental groups will hold rehearsals.

Shop and vocational agriculture students will display projects and home economics classes will work on sewing, knitting and cooking projects.

WAUSAU DAILY RECORD HERALD

April 30, 1975

Workshop scheduled

Advance registration is now being accepted for a one week career education workshop Aug. 18 - 22, sponsored by the North Central Technical Institute career education project.

Te workshop will be offered through the University of Wisconsin - Stout Extension for two graduate or two undergraduate credits.

Geared for public school teachers and administrators, the session will include devising a career education curriculum for classroom use or a district or school plan for career education implementation.

The workshop is open to all educators in the North Central Technical Institute district. More information is available from the career education office at 675-3331 extension 210.

TARGET
Excellence in Vocational-Technical Instruction

March 28, 1975

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"INDUSTRY AND YOU DAY" AT ANTIGO CAMPUS

Twenty-one Antigo area industries and governmental units will participate in the "Industry and You Day" at the NCTI-Antigo campus Friday, April 4. High school students, veterans, VTAE students, and interested citizens are invited to attend and discuss career opportunities, job training, vocational development, work skills, attitudes, and abilities sought in today's job market.

The general public is invited to view the many displays of products and processes found in Antigo area industry. An open house at the NCTI-Antigo campus is planned in conjunction with "Industry and You Day." "We want to show interested people the occupational education programs we have and tell about the careers they lead to," Myron Wandrey, Antigo campus coordinator said.

Students will be engaged in classroom and shop activities demonstrating the skills learned in the six vocational diploma programs offered at the NCTI-Antigo campus. Informal tours of the campus will be conducted throughout the day by students and employees.

Thirteen Antigo area supper clubs and restaurants are donating dinners as door prizes.

The event is sponsored by the Manufacturers Council of the Antigo Area Chamber of Commerce, Langlade County Extension Service, and North Central Technical Institute-Antigo. "Industry and You Day" was held last year for the first time and was highly successful.

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April 11, 1975

ANTIGO CAREER DAY SUCCESSFUL

About 1,000 Antigo area high school youths and adults visited the NCTI-Antigo campus last Friday, April 4, for the second annual "Industry and You Day." The affair was sponsored by the Manufacturer's Council of the Antigo Area Chamber of Commerce and NCTI-Antigo. Twenty-one Antigo area industries and governmental units displayed their products and services in the library and student lounge of the Antigo campus. Staff and students of NCTI-Antigo conducted tours of the campus for the visitors. Attendance was up about 200 over last year, according to Myron Wandrey, Antigo Branch Administrator.

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CAREER WORKSHOP PLANNED FOR YWE STUDENTS.......

The second Career Exploration Workshop for students in the Youth Work Experience program will be held at NCTI June 11-13, 1975. The purpose of the workshop is to provide the youths with pre-vocational experiences in 15 occupational areas. Information on careers will be provided, including qualifications and education necessary for a great variety of jobs, and in many instructional areas the students will have the opportunity to gain some "hands-on" experience.

The workshop is sponsored by the Career Education Project at NCTI in cooperation with CESA #7 Youth Work Experience Program. The workshop will start Wednesday morning, June 11, 1975, when the students will report to the main lobby at NCTI to pick up their registration packets. The youths are being advised to bring their own lunches.

More information on the workshops is available from Lois Gilliland, Associate Director of the Career Education Project at NCTI, or from Bob Young, CESA #7, Stevens Point, Wisconsin.

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TO: WRIG, WIFC, WSAU, AND WXCO Radio Stations

SUBJECT: Occupational Opportunities and Trends for Women

DATE: October 23, 1974

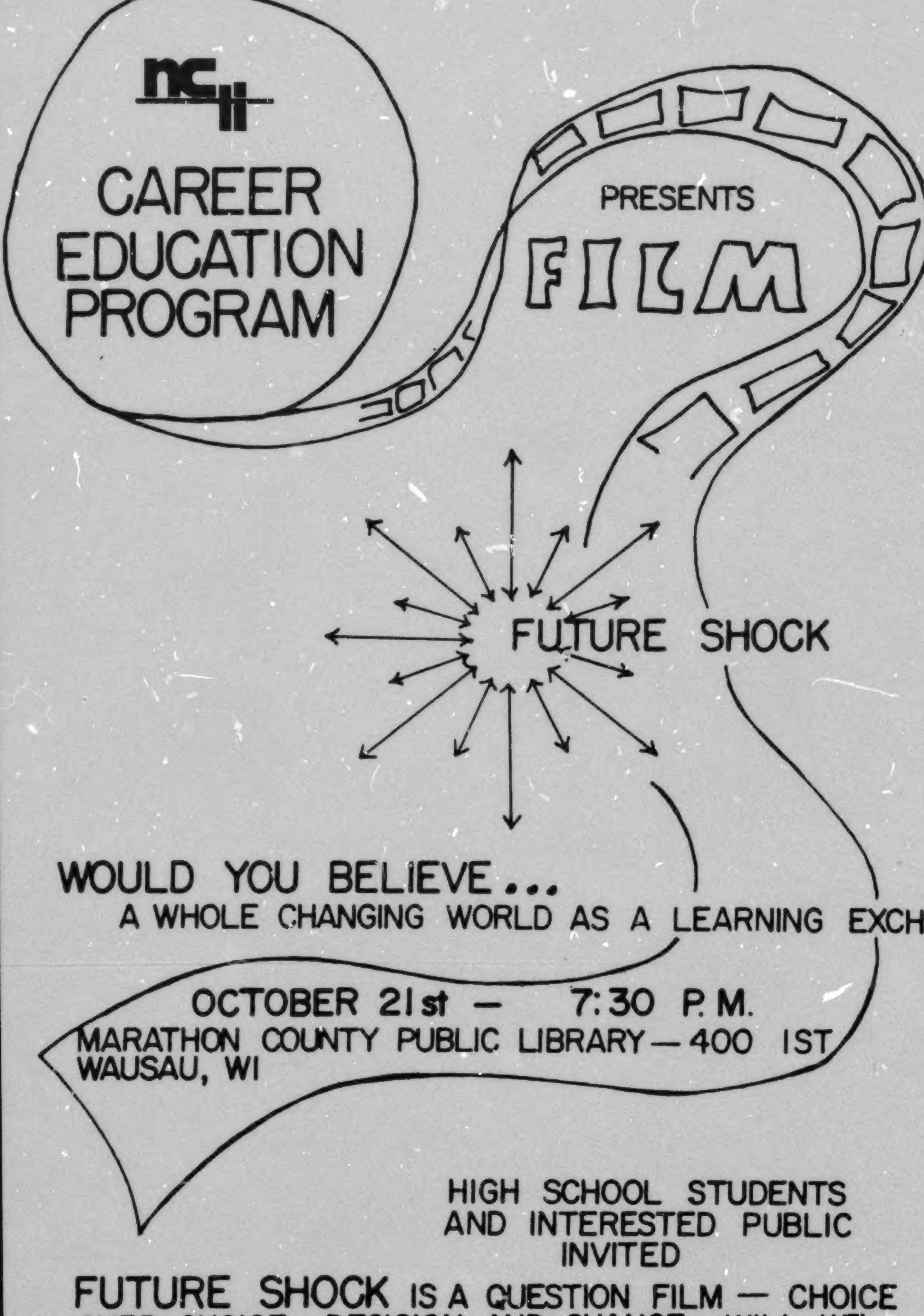
ANNOUNCE: Friday, October 25 through Tuesday Nov. 5, 1974 (if possible)

A panel discussion, Occupational Opportunities and Trends for Women in the Wausau Area, will be presented by personnel and placement leaders in Wausau on Tuesday, October 29 in the Wausau Room at the Marathon County Library.

The program which is open to the public will include information on traditional and non-traditional career opportunities, educational opportunities and employment application techniques for women. There will be no admission charge.

This program is sponsored by the Career Education Project at North Central Technical Institute. In addition to programs of this type, qualified members of the staff are available to assist individuals of all ages with career development information.

For further information, contact the career education office at North Central Technical Institute at 675-3331, Ext. 210.



CAREER EDUCATION PROGRAM

PRESENTS

FILM

FUTURE SHOCK

WOULD YOU BELIEVE...
A WHOLE CHANGING WORLD AS A LEARNING EXCHANGE?

OCTOBER 21st — 7:30 P.M.
MARATHON COUNTY PUBLIC LIBRARY — 400 1ST
WAUSAU, WI

HIGH SCHOOL STUDENTS
AND INTERESTED PUBLIC
INVITED

FUTURE SHOCK IS A QUESTION FILM — CHOICE OVER CHOICE, DECISION AND CHANGE. WILL WE PERCEIVE AND UNDERSTAND? WHAT CAN WE DO?

CAREER
EDUCATION
PROJECT

PRESENTS
FOR WOMEN

PANEL DISCUSSION !

TOPIC

AREA EMPLOYMENT TRENDS, EDUCATION AND WORK OPPORTUNITIES FOR WOMEN.

PARTICIPANTS

EMPLOYMENT PERSONNEL WORKERS AND INTERESTED WOMEN.

OCT. 29 – 7:30 PM
MARATHON COUNTY LIBRARY WAUSAU ROOM
FREE

COME AND HELP PLAN FUTURE MEETINGS ON CONCERNS OF WOMEN.

SPECIAL NOTICE

NCTI CAREER EDUCATION PROJECT PRESENTS:

A NEW EXCITING PROGRAM OF CAREER INFORMATION FOR ADULTS

THE AMERICAN PIE FORUM

FILMS — DISCUSSION — MATERIALS

STARTS WEDNESDAY, NOVEMBER 14, 1974 AT 7:30 P.M.
AT NORTH CENTRAL TECHNICAL INSTITUTE
IN STUDIO B

WEEKLY SESSIONS WILL BE HELD

OPEN TO THE PUBLIC

FREE OF CHARGE!

OTHER
CAREER EDUCATION SERVICES
OFFERED

- *Information about educational and occupational opportunities
- *Career exploration
- *Self-appraisal
- *Free materials re:
  - –Knowledge needed to obtain work
  - –Self-appraisal
  - –Career exploration
  - –Job opportunities
  - –Education and training requirements
- *Financial Aids information
- *Education Benefits for Veterans
- *Individual and Group Career Counseling
- *Other community career education services available upon request

For Further Information
Write or Phone

NORTH CENTRAL
VOCATIONAL-TECHNICAL SCHOOL
BOX 28
FORREST AVENUE
ANTIGO, WISCONSIN 54409

(715)623-7601

Bill Kubeny – Examiner

MILITARY ENLISTMENT

NEED STATE LICENSING?

TRYING TO GET A JOB?

SATISFY PERSONAL GOALS

FURTHER YOUR EDUCATION?

WANT A PROMOTION?

Last year over 3,000 adults qualified for a high school equivalency diploma upon satisfactory completion of the General Educational Development (G.E.D.) Test. Many others obtained a regular diploma from the high school they originally attended. You could be one of the more than 3,000 who will qualify again this year.

EQUIVANCY DIPLOMA

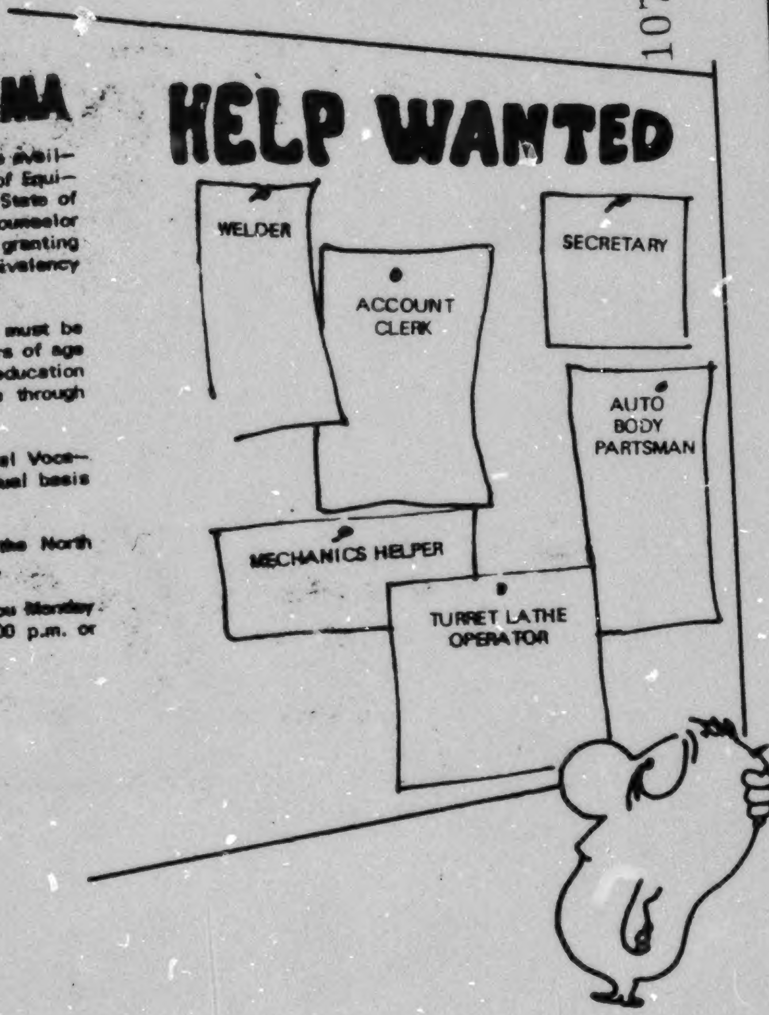
General Education Development tests are available to persons desiring a Certificate of Equivalency from their high school of the State of Wisconsin. See your high school counselor for information on their requirements for granting the High School Certificate of the Equivalency through the G.E.D.

Persons desiring a G.E.D. Certificate must be a resident of the state and be 18 years of age or older. No previous high school education is required to receive the certificate through the State of Wisconsin.

Tests are administered at North Central Vocational Technical School on an individual basis for a minimal cost.

Self-study books are available at the North central Vocational Technical School.

A counselor is available to assist you Monday through Friday from 8:00 a.m. to 4:00 p.m. or by other arrangement.



SIX FULL-TIME DIPLOMA PROGRAM'S ARE OFFERED ON THE ANTIGO CAMPUS. THEY ARE: ACCOUNT-CLERK, CLERK TYPIST, AUTO-BODY, AUTO-MECHANIC, MACHINE TOOL, AND WELDING.

USES & CHARACTERISTICS OF GED TESTS

The primary use of the G.E.D. test is to appraise the educational development of adults who have completed their formal high school education.

Through achievement of satisfactory scores on the tests, adults may:

(1) Earn a high school equivalency certificate.
(2) Qualify for advanced educational opportunities.
(3) Meet educational requirements for employment or promotion in a job.
(4) Satisfy educational qualifications for induction into the Armed Forces.
(5) Meet regulations of state and local boards of licensing.

The G.E.D. test is a series of five comprehensive examinations in the areas of English composition, social studies, natural sciences, literature, and mathematics. The tests are designed to measure as directly as possible the major generalizations, ideas, and intellectual skills that are the outcome of four years of high school instruction. Emphasis is placed on intellectual power rather than detailed content and on the ability to comprehend exactly, evaluate critically, and to think clearly in terms of concepts and ideas. Approximately two hours are required to complete each test; however, no time limits are set.

CAREER DECISION MAKING

FILM, ACTIVITIES, DISCUSSION

FREE

HIGH SCHOOL STUDENTS
AND/OR PARENTS INVITED

OCT. 28, 1974 ~ 7:30 P.M.

MARATHON COUNTY LIBRARY
WAUSAU ROOM

~ CAREER EDUCATION PROJECT PROGRAM

CAREER EDUCATION

Are you the parent of a teenager who is undecided about his future educational or occupational plans? Would you like more information on types of career and current employment trends? Or Are you a man or woman who is interested in entering the job market or finding out more about yourself in relation to the world of work??

YOU ARE INVITED

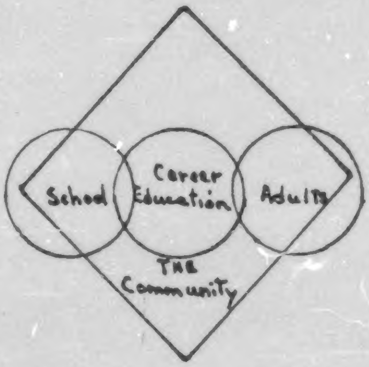
to stop by the All-Purpose Room, Edgar High School ANYTIME during the Parent/Teacher Conference Day

NOVEMBER 1, 1974

Where Career Education Consultants will be happy to discuss these questions with you and provide career information.

TWO FILMS WILL BE SHOWN TO ANYONE WHO IS INTERESTED:

FUTURE SHOCK	9:15 a.m. & 1:30 p.m.
THE WORLD OF WORK or other films	10:15 a.m. & 2:30 p.m.



CAREER EDUCATION

Are you satisfied with the job you now have, or don't have? Would you like to find out more about yourself in relation to the world of work? Are you a man or woman who is interested in entering the job market? Are you the parent of a teenager who is undecided about his future educational or occupational plans? Would you like more information on current employment trends?

If any of the above questions interest you, opportunities to discuss them are now being made available to you right in your local library. Group or individual programs are being planned at the Marathon County Library for mid-career adults, teenagers, women, and retired persons.

If you would like more information on this service contact the following:

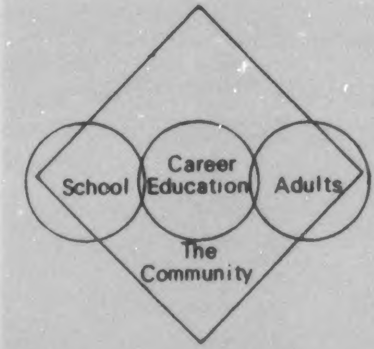
CAREER EDUCATION OFFICE
at

NORTH CENTRAL
TECHNICAL INSTITUTE
675–3331 Ext. 210
or

MARATHON COUNTY PUBLIC LIBRARY
845–7214

SERVICES OFFERED

- *Information about educational and occupational opportunities
- *Career exploration
- *Self–appraisal
- *Free materials re:
  - –Knowledge needed to obtain work
  - –Self–appraisal
  - –Career exploration
  - –Job opportunities
  - –Educational and training requirements
- *Financial Aids information
- *Educational benefits for Veterans
- *High School Equivalency Diplomas
- *Individual and Group Career Counseling



GET THE MESSAGE...

12 IMPORTANT CAREER EXPLORATION MESSAGES ARE NOW AVAILABLE TO YOU AND YOUR STUDENTS

- IN 20 MINUTE SLIDE SERIES
- LOCALLY PRODUCED
- EACH ACCURATE
- HONEST
- INFORMATIVE

★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★

UNITS AVAILABLE ARE:

Office Occupations
Drafting Careers
Graphic Arts Occupations
Ag–Auto Occupations and NCTI Programs
Health Occupations (audio tape only)
Accounting Occupations
Some Careers in Machine Tool & Metals
Apprenticeship Trades
How Much Is Enough? Math
Introduction to Marketing Careers and Concepts
Data Processing Occupations and Wausau Area
Electronics Occupations

12 IMPORTANT CAREER EXPLORATION MESSAGES. . .

- produced by NCTI faculty
- in cooperation with career education consultants
- as part of a career exploration workshop
- in 12 career clusters

. . . to help high school students

GET THE MESSAGE
about careers today!

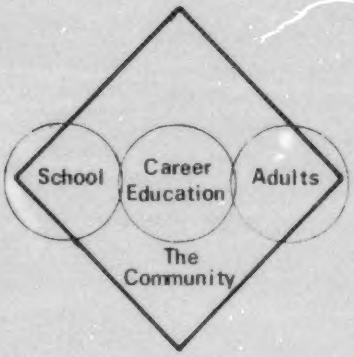
★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★

TO ORDER ANY OF 12 MESSAGES:

contact: NCTI Library
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401
Phone (715) 675–3331

SERVICES OFFERED

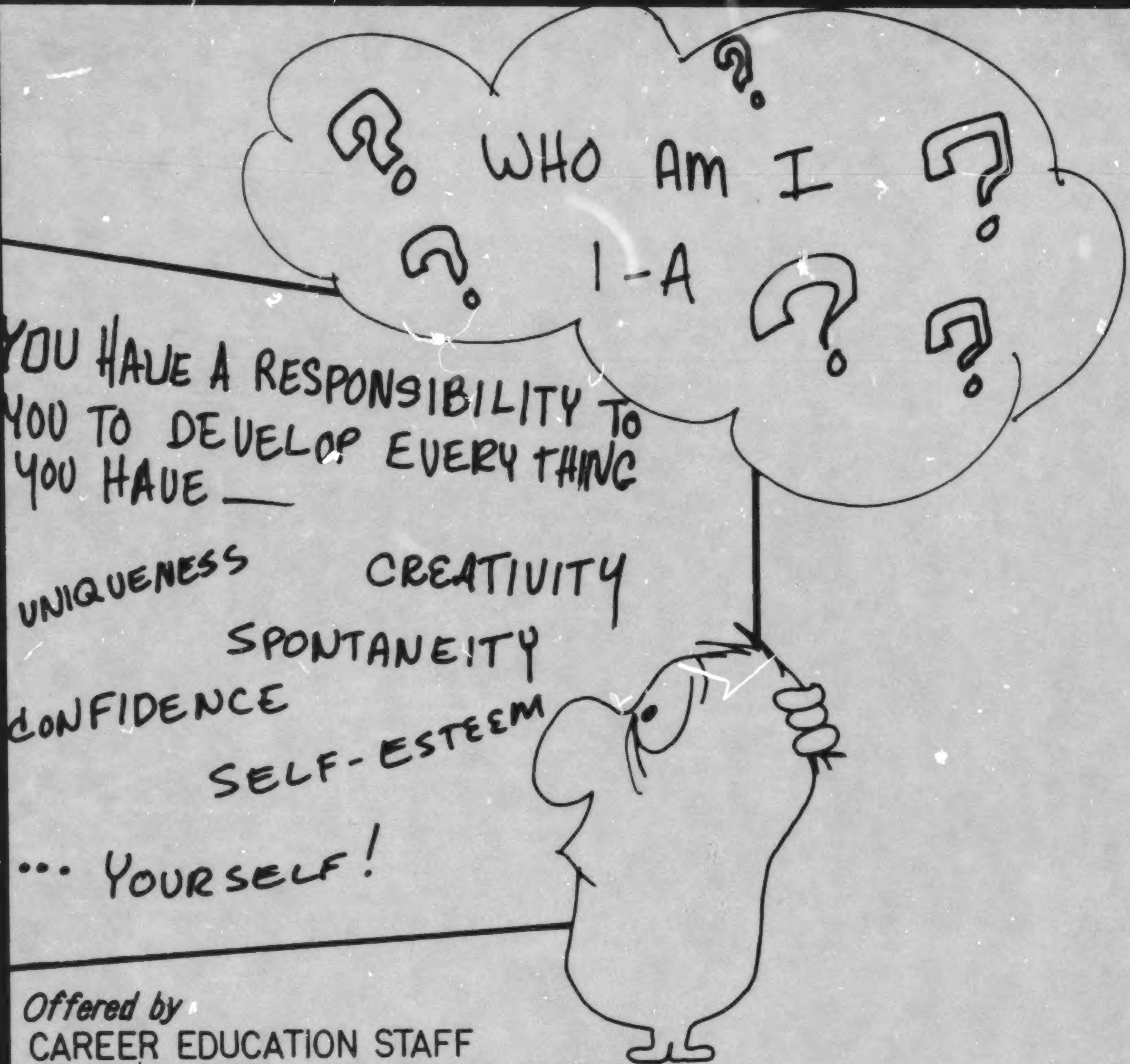
*Information about educational and occupational opportunities
*Career exploration
*Self–appraisal
*Free materials re:
    –Knowledge needed to obtain work
    –Self–appraisal
    –Career exploration
    –Job opportunities
    –Educational and training requirements
*Financial Aids information
*Educational benefits for Veterans
*High School Equivalency Diplomas
*Individual and Group Career Counseling



If you would like more information on this service contact the following:

CAREER EDUCATION OFFICE
AT

NORTH CENTRAL
TECHNICAL INSTITUTE
675–3331 Ext. 210


WHO AM I
I-A
YOU HAVE A RESPONSIBILITY TO
YOU TO DEVELOP EVERYTHING
YOU HAVE —
UNIQUENESS
CREATIVITY
SPONTANEITY
CONFIDENCE
SELF-ESTEEM
... YOURSELF!

Offered by
CAREER EDUCATION STAFF
NORTH CENTRAL TECHNICAL INSTITUTE

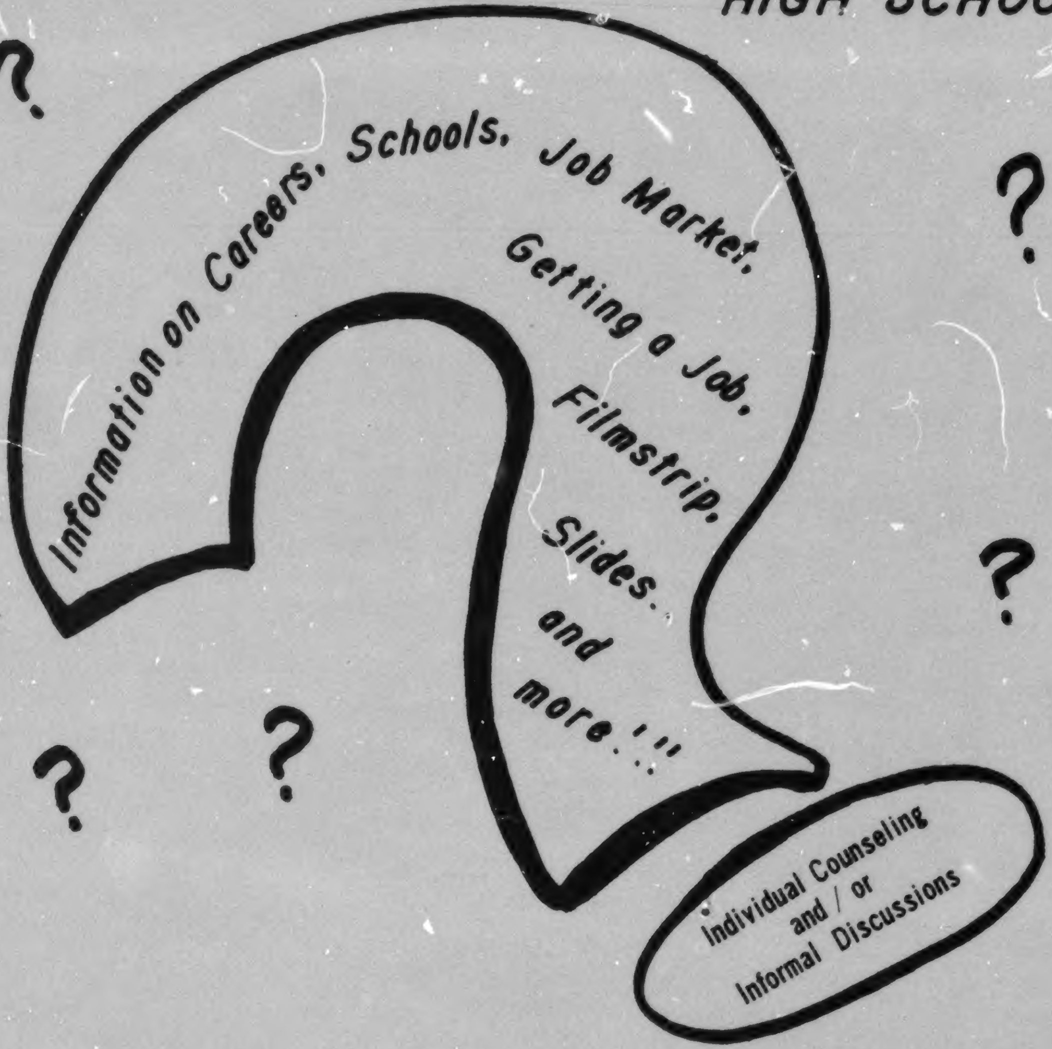
THURSDAY, MARCH 20, 1975
6:30 - 9:30 P.M.

WAUSAU ROOM ~ MARATHON COUNTY PUBLIC LIBRARY

NO TUITION..... just your time!

IF GROUP DESIRES FOLLOW-UP TO THIS 3-HOUR SESSION, THE TIME AND PLACE WILL BE DISCUSSED BY AND DECIDED BY THE GROUP AT THE SESSION.

WONDERING
WHAT TO DO WHEN YOU LEAVE
HIGH SCHOOL....



Information on Careers, Schools, Job Market,
Getting a Job,
Filmstrip,
Slides...
and
more...!!!

Individual Counseling
and / or
Informal Discussions

WHO: Career Education Consultants

WHEN: 9:00-4:00 Monday and Tuesday
March 24th and 25th.

WHERE: High School Library

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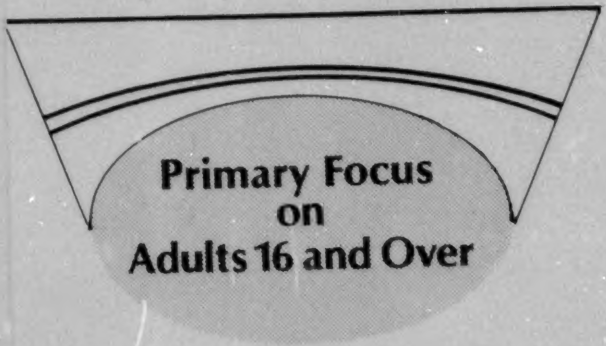
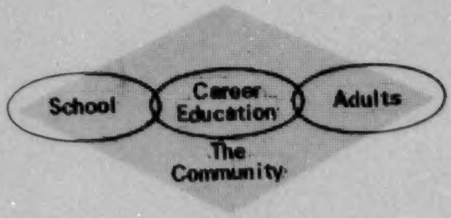
-For persons in rural areas-





NORTH CENTRAL TECHNICAL INSTITUTE
WAUSAU, WISCONSIN

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- *Classroom Demonstrations
- *Provision of Materials
- *Individual Meetings
- *Assistance with career education program development
- *Area Resources Guide

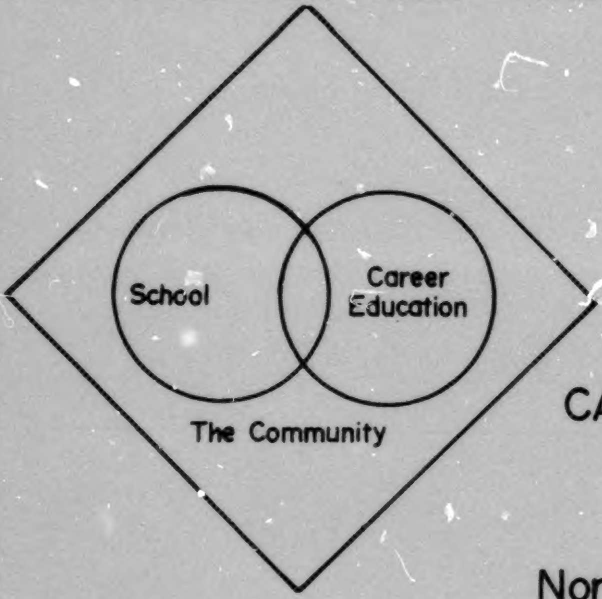
FOR MORE INFORMATION
CONTACT

Russell Paulsen
Project Director
or
Lois Gilliland
Associate Project Director
at

North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin

Telephone: 715–675–3331

▲ K–12 teacher inservice is provided through large group meetings, departmental and grade–level meetings, or individual meetings. Teachers above are surveying activities to integrate into their curriculum.



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CAREER DEVELOPMENT EDUCATION WORKSHOP

August 18 - 22
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TO HELP WITH THE PLANNING OF THIS WORKSHOP, PLEASE RETURN THE FOLLOWING INFORMATION TO:

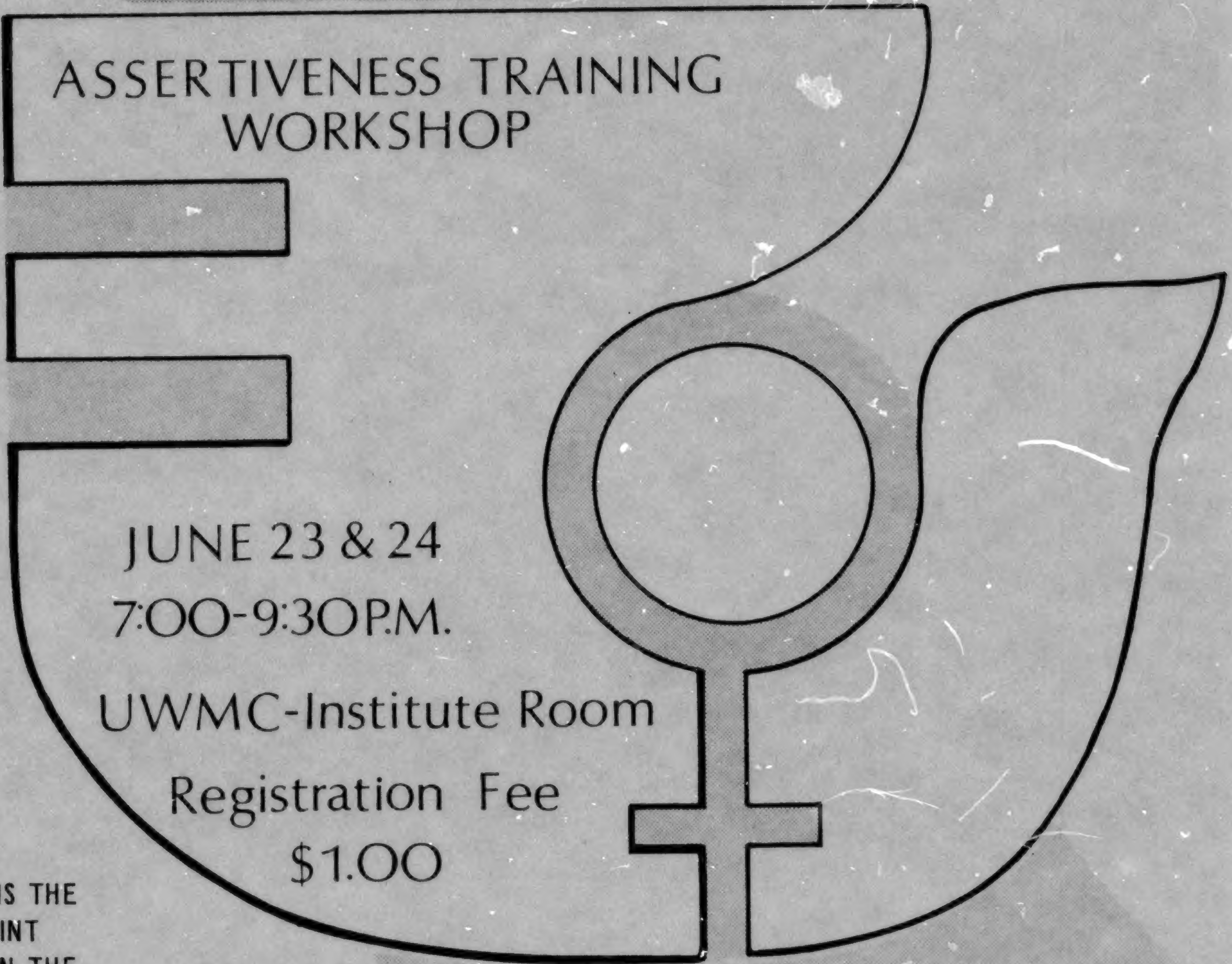
Career Education Workshop
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

NAME ______________________________
ADDRESS ______________________________
GRADE AND/OR SUBJECT ______________________________

I am planning to attend; please send specific information.
I am interested; please send more information.

PLEASE RETURN BY MAY 12 ; LIMITED ENROLLMENT.

LIMITED ENROLLMENT



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JUNE 23 & 24
7:00-9:30P.M.

UWMC-Institute Room

Registration Fee
$1.00

THIS WORKSHOP IS THE
RESULT OF A JOINT
EFFORT BETWEEN THE
WOMEN'S RESOURCE CENTER,
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EDUCATION PROJECT, NCTI.

Assertiveness Training Workshop

''Assertion is standing up for your basic human rights so that the rights of the other person are not violated in the process,'' according to Patricia Jakubowski-Spector. Assertive behavior is a direct, honest appropriate expression of one's thoughts and beliefs. Women who attend the work- shop will learn about and practice assert- iveness behavior.

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UW-MC
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WAUSAU, WI 54401

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Forward To Seeing You There!

BY: RUTH HASE AND PEG MALLERY
CAREER EDUCATION CONSULTANTS
NORTH CENTRAL TECHNICAL INSTITUTE

NCTI CAREER EDUCATION NEWS

Vol. 1, No. 1
September, 1974
Lois Gilliland
Editor
Published each month through a federally funded career education project, North Central Technical Institute, 1000 Schofield Ave., Wausau, Wisconsin

NOTE FROM THE EDITOR

by Lois Gilliland

This is the first of a series of newsletters made possible through a federally funded project, Career Education for Persons in Rural Areas -- Primary Focus on Adults 16 and Over. The publication will be devoted to activities of the NCTI Career Education Project, activities in school districts in the area, adult career counseling activities, and current career and employment trends. This first issue will have a major emphasis on summer activities in the project.

NCTI Career Education Consultants will be submitting articles about their area of work. We also welcome articles on career education activities by members of local school districts or adult groups.

We would like to be of assistance to any adult who feels a need for career development. If you know anyone who would like an individual appointment or arrangements for group activities, please contact any one of the following members of the Career Education Staff.

Russell Paulsen, Project Director
Lois Gilliland, Associate Project Director
Ruth Hase, Consultant
Bill Kubeny, Consultant, Antigo
Peggie Mallery, Consultant
Roger Zerrenner, Consultant

Telephone 675-3331 - Ext. #210

According to the U.S. Department of Labor there will be 60 million new job openings by 1985. A 4-year college degree will not be required for the vast majority of these occupations.

NCTI WORKSHOP HELD

by Ruth Hase

A career education workshop was held at North Central Technical Institute on August 12-16. Thirty-one teachers, guidance counselors, and administrators from nine area public school districts were in attendance. Each participant developed curriculum activities for his own classroom, an inservice program, or a plan of implementation.

The workshop was directed by James Bowman from the Eau Claire Public Schools with assistance by the NCTI Career Education Project Staff. The keynote speaker was Donald Dean, Madison, executive vice-president of the Associated General Contractors of America. The topic of his talk was "Why Career Education?" He described student's transition from school to work, employers' concerns about today's employees, and what schools and teachers should be doing in career education.

A panel discussion was held on "Employment Prospects for the 1970's." Members of the panel were James Olsen, vice-president for finance, LOED Corporation; Barbara Andrews, Assistant Director of Management and Personnel Development, Employers Insurance of Wausau; John Cook, Employment Counselor, State Employment Services; and Paul Link, NCTI Student Service Coordinator. Concerns of employers and problems of the young first job employees were discussed.

The workshop was attended by educators from Wausau, Stratford, Athens, Merrill, Medford, Schofield, Marathon, Edgar and Wittenberg-Birnamwood schools.

SUMMER CAREER EXPLORATION WORKSHOP

by Peg Mallery

The Career Education Consultants conducted a "Career Exploration Workshop" for youth employed in the Youth Work Experience Program (funded under CETA). A total of 148 high school youth participated in the workshop, held at North Central Technical Institute, Wausau, Wisconsin, from June 10-13, 1974. The occupational clusters concept was the approach and self-awareness activities rounded out the curriculum of the workshop. Anyone in the VTAE District 15 of high school age and older were welcome.

Faculty from North Central Technical Institute developed audio-visual materials and hands-on experiences for occupational clusters. The 11 occupational clusters were related to, but broader than, the scope of programs conducted at the technical institute and were as follows: 1) Health Occupations, 2) Marketing and Distributive Education, 3) Office Occupations-Accounting, 4) Office Occupations-Secretarial & Clerical, 5) Office Occupations-Data Processing, 6) Communications and Media Occupations, 7) Agri-business and Auto Mechanics, 8) Manufacturing Occupations-Machine Trades, 9) Drafting and Design, 10) Electronics Occupations and 11) Apprenticeships. The students selected six occupational clusters that they wanted.

A unit in developing basic skills (remedial) was also offered. Each student was required to attend a unit on expanding self-awareness and one on human relations skills and employment orientation. These two units were led by career education staff.

Each faculty member who designed and led an occupational exploration unit developed a 20-30 minute audio-visual presentation on the cluster. These materials, now on file at NCTI's library, were designed for use by students and teachers in career exploration activities.

Students evaluated the workshops at different times during the week. According to the tabulations and the student comments, the majority of students liked their experiences and found the materials interesting and informative. They expressed an interest in participating in similar workshops.

The unit enjoyed by most students was "Self-Awareness and Decision-Making," conducted by the Career Education Project Staff. Students were involved with self and others during this unit and appeared to enjoy this type of exploration and interaction.

The Career Exploration Workshop was a unique project, involving an enthusiastic cooperation among project staff, North Central Technical Institute, and the public agencies involved with the Youth Work Experience Program. The workshop involved students in active exploration of the world of work. Typical occupational endeavors were simulated by students and other decision making and planning experiences helped students to recognize their emerging interests and needs. The program allowed students an opportunity to further define their own career goals, an opportunity that would not have been possible without this cooperative program.

INSERVICE AT RIB LAKE

by Roger Zerrenner

An inservice for the entire Rib Lake staff was conducted on August 22, 1974 by the NCTI Career Education Staff. The two and one-half hour time allotment was generally spent in large group presentations and discussions in the areas of career education and values clarification.

Both the career education staff and program were warmly received. The faculty indicated that they would appreciate further assistance in planning and conducting career education workshops and inservice programs (K-12) and assistance with career education materials.

PLEASE HELP!

We would appreciate any suggestion as to persons or groups of adults who would benefit from career development assistance

WOMEN'S SEMINAR AT YWCA

Two classes are being held at the Wausau YWCA for women interested in further career development. These will be offered at the following times:

Wednesday afternoons 1-3 p.m.
Wednesday evenings 7-9 p.m.

starting on October 2nd. Each class will last for 8 weeks.

The classes will be devoted to exploration of educational opportunities, work situations, work skills, development of self-confidence, ways of approaching the job market, and the status of women in our community, or any problem that may arise in going back to school or back to work.

If you wish further information, please contact Ruth Hase at 675-3331-Ext. #210.

ABBOTSFORD INSERVICE

by Roger Zerrenner

A two-day inservice was held for the entire staff of the Abbotsford Public Schools on August 20 and 21. Choices of activities concerned with career curriculum and materials, values clarification and human needs were offered.

Video tapes on "Love" as presented by Leo Buscaglia were especially well received. The film World of Work was also of particular interest to teachers.

The staff was especially interested in receiving future assistance with career education materials. As a result of the interaction and exchange of ideas during this inservice, the career education staff has been invited to assist individuals on the Abbotsford staff; and we are looking forward to increased involvement with the Abbotsford Public Schools.

PROGRAMS AT THE MARATHON COUNTY LIBRARY

Group and individual programs are being planned at the public library in Wausau for adults such as the mid-career person, women, retired persons, and teenagers. Watch the newsletter for more specific information or contact the public library.

DID YOU KNOW?

Total employment for the nation is expected to increase 22% from 1970-1980 and employment in the energy industries is likely to jump by at least 81%. New jobs will be found in the extractive industries such as petroleum refining, electric utilities, taking coal, crude petroleum, and natural gas from the ground; the construction of plant facilities; and the manufacture of engines and turbines.

TELEVISION AND RADIO CAREER EDUCATION PROGRAMS

A new series of programs titled "Bread and Butterflies" is being broadcast by the Wisconsin Educational Television Network. These programs are organized to make students aware of the relationship between their lives and the world of work. They are also geared to show the students how they can control their own personal choices and career development.

"Bread and Butterflies" is especially prepared for fourth, fifth and sixth grades. The program will begin at 9:10 a.m. Monday, September 9 and 1:45 p.m. Wednesday, September 11, 1974.

Another television series called "It's About You" is being presented for the middle, junior high or high school student. This series is developed to aid the student with self-awareness and self-concept.

Two radio programs are also available for use in career education. "The Peopleworks stresses the importance of roles within the family, peer group, and community. It is geared to the junior high school student.

The program "Hear Me, See Me" will appeal to children in the primary grades. The series uses various occupational sounds to stimulate the childs imagination and listening skills.

If you wish further information on these programs contact the career education office at NCTI, 675-3331 - Ext. #210.

NCTI CAREER EDUCATION NEWS

Vol. 1, No. 2
October, 1974

Lois Gilliland
Editor

Published each month through the career education project, North Central Technical Institute,
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

by Lois Gilliland

We appreciate the positive comments we have received on our first issue of the newsletter. If you are aware of other career educators or interested persons who would like to be placed on our mailing list, we would be happy to mail them a copy. We would also appreciate receiving newsletters from other career education projects.

In case your name, title, or address are incorrect on the newsletter, please let us know. Our address system has been computerized and some abbreviations and changes were necessary for the computer.

If members of the career education staff can be of assistance to you, please contact any of he following persons:

Russell Paulsen, Project Director
Lois Gilliland, Associate Project Director
Ruth Hase, Consultant
Bill Kubeny, Consultant, Antigo (Ph. 623-7601)
Peggie Mallery, Consultant
Roger Zerrenner, Consultant

Telephone 675-3331 - Ext. #210

CAREER ED STAFF INVITED BACK TO RIB LAKE

by Roger Zerrenner

The Career Education Staff has been invited ack to Rib Lake to conduct an inservice session on Wednesday, Oct. 23, 1974. This will be a continuation of the session conducted by this staff on Thursday, Aug. 22, 1974. Suggested activities for specific grade levels, as well as more in the areas of "Value Clarification" and "Decision-Making" will be covered.

WOMEN'S ACTIVITIES

by Ruth Hase

A series of seminars for women are being planned. The first of these will be held on Oct. 17 at the Wausau Room of the Marathon County Library. A panel of personnel workers will discuss employment opportunities and trends for women in the Wausau area.

In recent years the traditionalization of women's (and men's) roles has been increasingly examined. Due to increasing life expectancies and decreasing family sizes, many women are looking for new experiences. As women return to the academic and/or work setting, they may feel both excitement and frustration.

Groups will be formed to help women of all ages gain greater awareness of: 1) the multitude of options; 2) the resources available that would provide emotional support and services like child care facilities, financial aid information, group experiences, and work and academic skills; 3) the obstacle encountered in academic and employment areas and possible courses of action to combat these; and 4) each individual's particular life-style requirements including leisure opportunities, community and self-oriented opportunities, and career opportunties.

DID YOU KNOW?

The Federal Labor Department expects that as many as 2 out of 3 job openings for the decade ahead will be due to replacement needs. Thus, only 1 out of 3 job openings is expected to be due to growth.

INSERVICE PROGRAMS FOR TEACHERS

by Bill Kubeny

One of the services provided by the NCTI career education project staff is inservice for teachers. These programs are designed to assist teachers in a variety of ways. They help teachers to develop activity units which are integrated into the regular curriculum; to prepare career education materials; to become familiar with commercial career education media; to plan "hands-on" activities in career education; and to evaluate career education activities and programs.

One type of inservice was in the form of a two weeks workshop held at the Merrill Area Public Schools (MAPS). An eighty page handbook was prepared for MAPS. Included in the handbook were guidelines, definitions, and goals for career education. Presently the Merrill career education committee with the assistance of the NCTI consultants is planning inservice programs to explain the handbook and its use.

A shorter inservice was given at the Wittenberg-Birnamwood public schools to explain the objectives of the NCTI career education project. A survey was taken to determine how the teachers could be most effectively assisted with their program. Further inservice sessions are being planned.

If you wish further information on inservice meetings presented by the career education staff, please contact NCTI - Wausau Campus, telephone 675-3331 - Ext. #210 or Antigo Campus, telephone 623-7601.

HIGH SCHOOL STUDENTS AND PARENTS

by Ruth Hase

On Oct. 21st the film, Future Shock, will be shown in the Wausau Room of the Marathon County Library at 7:00 p.m.

On Oct. 28th a meeting on the career decision-making process will be held at 7:00 p.m. in the Wausau Room of the Marathon Public Library.

Area high school students and/or their parents are invited to both meetings.

AREA RESOURCE GUIDE IN MEDFORD

by Roger Zerrenner

On Wednesday, Oct. 2, 1974, Darwin Slocum and Bob Larson, UWC-Medford, Fay Yost and Fran Rauscher, Medford Public Schools, and Roger Zerrenner, Career Education Consultan met at the Medford High School to brainstor ideas for an "Area Resources Guide" for students, teachers and other interested persons. Fay agreed to collect ideas from existing guides from other areas and call a second meeting. Since this is intended to be a "community" project, we would welcome participation from area businesses, industr civic and service organizations.

GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTING

by Bill Kubeny

According to the 1970 census figures, approximately one-half of the adults over 25 years of age who live in Wisconsin do not hold a high school diploma. The program of General Educational Development Testing at NCTI - Antigo Campus is offered to assist these persons in obtaining a high school equivalency diploma.

During the summer and early fall approximately 51 persons have been through the GED testing program at Antigo. The age of participants has ranged from 17 to 65. Grade levels completed have varied from under eighth grade through eleventh grade.

Reasons for taking the test include vocational, technical or trade entrance; colleg or university entrance; seeking employment or advancement; military service entrance; and personal satisfaction. Examinees have included handicapped persons such as the visually impaired.

Generally, a high school equivalency diplom can be used as a substitute for a regular high school diploma for admission, employment, promotion, or recruiting purposes. If you wish further information on the GED program at Antigo, please contact Bill Kube at 623-7601, Antigo NCTI Campus.

CONFERENCE-OSHKOSH

by Peggie Mallery

Three career education consultants, Ruth Hase, Peg Mallery, and Roger Zerrenner, attended a one-day conference conducted by ECWPGA at UW-Oshkosh. Robert Witte, Assistant Professor of Management at the University of Wisconsin Extension, presented the keynote address that focused on the role and function of guidance-counselors by relating his personal development as a counselor. His talk was both moving and informative and was the highlight of the day's experiences for all of us who attended.

Other topics covered during the program were: 1) Elementary Guidance in Counseling; 2) Current Trends and Developments in the Occupational World; 3) Changing Life Styles: Choices and Dilemma; 4) Grief and Dying; 5) Peer Counseling; and 6) Chapter 89 and the Counselor's Role.

AMERICAN PIE FORUM

The American Pie Forum is a television career education series for adults in Wisconsin which focuses on employment and vocational training opportunities. These programs will be presented for thirteen weeks on Channel 9 on Tuesdays at 9:00 a.m. starting October 22.

Topics that will be covered by the programs are as follows: tips on promotion, job interviews, and money management; apprenticeship programs for women and minorities; good jobs to know about; equal pay and wage garnishment laws; how to file discrimination complaints; training and employment opportunities for the disabled; how to make good use of the employment service; how to qualify for unemployment compensation; vocational training and adult education programs; how to prepare a resume; and other topics of interest to job-seekers and career-planners.

NCTI will have a video tape of the series which will be available to interested persons or organizations. If you wish more information call the career education office at 675-3331 - Extension #210.

BUSINESS, INDUSTRY, EDUCATION DAY

The entire career education staff attended Business-Industry-Education (BIE) Day on October 3. This activity, which is sponsored by the Manufacturer's Council of the Wausau Area Chamber of Commerce, is designed to acquaint teachers with the businesses and industries of the Wausau area.

Approximately 1,100 teachers from Wausau area public and parochial schools and 150 Wausau business personnel participated in the program. Business people toured Wausau schools during the morning and teachers were given a choice of industries to visit in the afternoon. This program presented an excellent opportunity for better understanding between educators and business representative It further helps teachers to become better informed about various careers and presents an opportunity to promote cooperative efforts in the community for career education.

ADVISORY COMMITTEE MEETING

by Lois Gilliland

A career education advisory committee meeting was held on Wednesday, September 18, 1974 at NCTI. Representatives from Medford, Colby, Wausau, Edgar, Stratford, Marathon and Athens were present.

A summary report of the Third Party and USOE Evaluations was given by Dr. Paulsen, Project Director. Summaries of career education activities during the summer were given by Consultants, Peggie Mallery, Ruth Hase, Bill Kubeny, Roger Zerrenner, and Associate Project Director, Lois Gilliland.

Project goals and objectives were reviewed and recommendations from advisory committee members were requested. Suggestions were made on career education classes and meetings for parents of seniors who had not made future occupational or educational decisions.

The input from the advisory committee was appreciated and their ideas are very helpful to the career education staff. Plans are being made to expand the membership of the committee to include a wider representation of the communities.

NCTI CAREER EDUCATION NEWS

Vol. 1, No. 3
November, 1974

Lois Gilliland
Editor

Published each month through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NATIONAL CAREER GUIDANCE WEEK

by Lois Gilliland

The week of November 10-16 is National Career Guidance Week. The week is sponsored by the National Vocational Guidance Association for the purpose of placing concentrated attention on career education.

With rapid technological advances and the unrest of society career patterns are expected to change frequently and are more difficult to predict. It is essential that persons be helped to develop a flexibility which will permit career changes several times in a working life. There is a need to make people aware of the options open to them which is one of the goals of the career education project at NCTI.

In observance of National Career Guidance Week, the career education staff at NCTI will present the first of several seminars on Career Development. The meeting will be held in Studio B at North Central Technical Institute at 7:30 p.m. on Thursday, November 14, 1974. The sessions will focus on the American Pie Forum videotapes. This series pertains to employment and vocational opportunities for adults.

The first seminar will cover job discrimination, the employment service, apprenticeships, proper use of credit, and wage garnishment. After the videotape, time will be allowed for more detailed appraisal of subjects for the evening through group discussion.

These seminars are open to the public free of charge. These will be held weekly with the exception of December 26 and January 2, 1975.

CAREER DEVELOPMENT PRESENTATION FOR KIWANIS

A talk was presented to the Wausau Kiwanis Club on Thursday evening, October 17, by Peggie Mallery, NCTI Career Education Consultant. The purpose of the program was to inform members of the Kiwanis about services available through the career education project at North Central Technical Institute.

The two facets of the project, adult career development and self-awareness, career awareness, and decision-making for students in grades K-12, were stressed by Mrs. Mallery. Through the adult career development segment of the project, consultants are available to assist the unemployed and the under-employed. Programs are planned to make women more aware of the variety of careers offered to them. The consultants also work with teachers. counselors, and administrators to expand career development activities in the curriculum.

Members of the career education staff will be happy to make similiar presentations to other area organizations. To make an appointment, please contact the career education office, North Central Technical Institute, telephone 675-3331, Ext. 210.

PROGRAM AT PUBLIC LIBRARY

by Ruth Hase

Future Shock, a documentary film on Alvin Toffler's 1970 best seller, was shown for the public at Marathon County Library on October 21. It is a question film showing choice over choice, decisions, and change. Toffler tells us that unless we look at the implications of rapid change and begin to make critical decisions about what kind of a world we want, millions of people will face an abrupt collision with the future.

WOMEN'S PROGRAMS

By Ruth Hase

Area employment trends, education, and work opportunities for women were the subjects of a panel discussion held at the Marathon County Library on October 29. Participants in the panel were: James Vilandrer, Placement Director of North Central Technical Institute; Don Abbott, Director of Training, Drott Manufacturing Company; Phyllis Webster, Personnel Worker, Marathon Electric Manufacturing Company; JoAnn Plano, Interviewer,Wisconsin State Employment Department; and Paul Barteil, Employment Counselor, Manpower, Incorporated.

According to members of the panel there are expanding opportunities open to women in the labor market. These new career options are dependent on the employee's initiative, skill and experience, as well as changing demands of the labor market.

Women were encouraged to consider non-traditional careers and to show interest in business and industry. Welding, machinist, residential and mechanical drafting, accounting, and managerial fields are some of the areas which are encouraging in the local area. Temporary and part-time employment were also explored.

On October 22 and October 23, programs featuring the filmstrip, Women Today, were presented to the Tuesday Mother's Club at the First Presbyterian Church and Holiday for Apron Strings group at the Wausau Y.W.C.A.

The filmstrip pictured women in many roles yesterday and today. It illustrated the fact that women find satisfaction from a variety of occupations. Many women find satisfaction in being a homemaker, others find reward in the labor market through traditional or non-traditional employment, or many find fulfullment in combining the two worlds. Today there are many more options open to women, but the individual should follow the role which is appropriate for her.

According to the Women's Bureau, U.S. Department of Labor, nine out of ten young women in high school today are expected to work outside the home sometime in their lives. To assist women seeking career information, the consultants at NCTI provide individual and group counseling services.

F.H.A. GIRLS LEARN ABOUT CAREER TRENDS

By Peggie Mallery

The F.H.A. Rally, held at Edgar High School on Tuesday, October 22, included girls from Edgar, Athens, Mosinee and Marathon. It was delightful as guest speaker to have the opportunity to urge these young women to make career plans now, and to include in their plans some work or work skills development aside from marriage, family, and homemaking.

Statistics show that 45% of all adult women are holding down jobs, either part-time or full-time, outside the home. Today more and more women are seeking self-fulfillment in work roles outside the home as well as their homemaking activities. The area of non-traditional careers opens many more opportunities to women than was ever the case in generations past. However women entering these careers are still pioneering the way. Women should explore many career fields, taking a good look at themselves with respect to the fields they consider. Encouragement was given to these F.H.A. girls to keep as many doors open to themselves as possible and not to limit themselves yet to the career of marraige and family as their only goal.

CAREER EDUCATION FOR PARENTS OF UNDECIDED SENIORS

by Roger Zerrenner

On Tuesday evening, October 22, 1974, an informal session for parents of "undecided" High School Seniors was held at the Philli High School.

Earlier this fall a "Career Interest Survey was conducted through Bruce Gould of the Phillips High School Guidance Department. Parents of those seniors who checked undecided as to plans after graduation were invited to the meeting with a personal letter as well as through an article in "The Bee" (the local newspaper). Although only four parents turned out for this meeting, the interaction and ideas generated proved most worthwhile. As a follow-up to the meeting, each parent was mailed specific information in the areas of interest expressed during the session.

CAREER EDUCATION MEETINGS AT WITTENBERG-BIRNAMWOOD

by Bill Kubeny

A meeting was held at the Wittenberg-Birnamwood school district to discuss future career education plans. The committee consisted of Judy Boda, counselor and home economics instructor; Ben Eder, director of elementary education; Gerald Jackson, high school principal; Hope Moreland, home economics instructor; Wilmarth Thayer, high school counselor; and Bill Kubeny, career education consultant.

The discussion revolved around the current curriculum study in the seventh and eighth grades. As a result of the meeting, Bill Kubeny will meet individually with each teacher K-8 during National Career Guidance Week to discuss career education and show materials. The schedule for the week is as follows: Birnamwood, November 11-12, Wittenberg, November 13, Wittenberg, November 14-a.m., Eland, November 14-p.m., Galloway, November 15-a.m., and Eideron, November 15-p.m.

STRATFORD ELEMENTARY SCHOOL IMPLEMENTS CAREER EDUCATION

by Peggie Mallery

The faculty at Stratford Elementary School is implementing career education concepts through a series of monthly meetings that began last August. Mike Kubiaczyk, principal, set up the program and conducted the introductory session where he laid the ground work for integrating career education activities into the curriculum. The September meeting involved discussion of activities with slides from Menomonie elementary school career education. Lois Gilliland and Peggie Mallery conducted this session. Future topics will include media demonstrations, curriculum guides, new activities, value clarification and self-awareness, Bread and Butterflies, and others. The career education staff will continue to act as consultants for these in-service meetings.

CONSULTANT SERVES AS A RESOURCE FOR NCTI CLASSES

by Roger Zerrenner

During the past several weeks Roger Zerrenner, career education consultant, has been invited into two of John Bauman's Communications classes to conduct sessions primarily in the areas of value clarification and decision-making as they relate to career education and life in general.

Members of the career education staff are available upon request to act as resource persons on various topics relating to career development.

CAREER EDUCATION IN MOSINEE

by Lois Gilliland

A short in-service meeting was conducted by Lois Gilliland for teachers of the elementary grades in the Mosinee Public Schools on Oct. 7, 1974. Approximately 23 teachers were in attendance at the meeting where a brief overview of career education was presented, followed by slides on activities and bulletin boards which could be used to integrate career education into the curriculum.

As a follow-up to the elementary in-service meeting, sessions will be held with teachers by grade level to acquaint them with career education activities and materials. Plans are being made to hold a half-day in-service in January for middle school teachers.

In-service meetings are planned at the high school by individual subject department. New methods and media for career education implementation will be discussed. A display of career information and assistance with career development will also be available for parents and students during parent/teacher conferences on November 13 through November 15.

IN-SERVICE AT RIB LAKE

On October 23, Lois Gilliland, Ruth Hase, Peggie Mallery and Roger Zerrenner of the NCTI Career Education staff conducted a one and one-half hour total staff in-service at Rib Lake. This session dealt mainly with the areas of value clarification and education curriculum. Plans are now underway to visit the schools on a regular basis to serve as a resource for faculty members.

NCTI CAREER EDUCATION NEWS

Vol. 1, No. 4
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Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

By Lois Gilliland

During the past quarter many events have occurred within our project. We have been delighted with the interest and cooperation shown by various groups in the areas served by the career education consultants.

We were sorry to see Bill Kubeny leave our staff. He has been employed as an elementary counselor in the Antigo Public Schools. We wish him much success and are looking forward to working with him in career education in Antigo. Peggie Mallery has been retained on full time status, so she will be covering most of the communities which Bill had contacted.

Articles for the newsletter are always welcome from persons concerned with career education. In this issue, we have featured the article "Building Trades Project" by Lloyd Swalve, who is the LVEC for CESA 2 schools. A special thanks to Lloyd for his participation in our newsletter.

RADIO APPEARANCE

As a part of National Career Guidance Week, Peggie Mallery, Lois Gilliland, and Roger Zerrenner appeared on the "55" Feedback radio show with Rudy Topinka on November 11, 1974. A brief overview was given of the career education project. Then a question answer period was conducted with questions called in by radio listeners.

Questions were received from mid-career adults and retired adults. The career education staff was pleased to receive several requests for assistance.

COMMUNITY INFORMATION PROGRAMS

"Career Education: What Is It" was the topic of a program for the Stratford area Lion's Club, given on November 7,1974. The program was presented by Peggie Mallery to an audience of 40 businessmen and educators and gave a view of career education, nationally, statewide, and locally. The program is part of a series of presentations being conducted in an attempt to familiarize the public with career education. Any one of the project staff is available for programs in any of the 16 communities and school districts that are served by the NCTI career education project.

PROGRAM FOR SENIOR CITIZENS

By Ruth Hase

On November 19, 1974, Lois Gilliland and Ruth Hase presented a program for older Americans at the Marathon County Library. The Career Education Project was explained to them with special emphasis on community involvement and services of the senior citizen in the public schools.

The filmstrip, "Why Am I Afraid to Tell You Who I Am?" was shown. This is a cartoon feature interspersed with actual photographs. It is adapted from John Powell's best-selling paperback of the same name. By caricaturing role players and their idiosyncrasies, it helps viewers recognize the classic poses which we use to hide our real selves from others.

Life long developmental needs of human beings was discussed. Positive endorsement of this program was indicated for use with students and other adult groups.

BUILDING TRADES PROJECT

By Lloyd Swalve, LVEC
(Park Falls High School)

The construction of storage buildings on school property is again the focus of the Rib Lake High School Building Trades Class. The class is in the second year of operation.

Mr. David Utpadel, instructor, is emphasizing major phases of light building construction, The seventeen students are gaining experience in wall framing, sheathing, insulating, roof framing, shingling, and trimming. Also, a masonry unit will be offered later in the year.

Panel construction within the school shop during the winter months provides the two hours per day of instruction required by Vocational Education standards. The complete construction of a building must be delayed until Spring weather permits outdoor work as the shop's ceiling height is too low for full-scale erection.

Members of the Building Trades Advisory Committee who have given direction to this program include: Wayne Schabel, Contractor, Roy and LeRoy Stewart, Stewart's Lumber Co., and Kenneth Scheithauer, mason. Their participation has included the lending of equipment and supplies, advice about building procedures, and actual demonstration of construction techniques. Their continued involvement in local high school education is very much appreciated.

MERRY CHRISTMAS AND A

HAPPY NEW YEAR

FROM THE

CAREER EDUCATION STAFF!

LACROSSE CONSORTIUM HELD

The fall meeting of the Wisconsin Career Education Consortium was held on November 18 at Western Wisconsin Technical Institute in LaCrosse, Wisconsin. Lois Gilliland, Ruth Hase, Peggie Mallery, and Roger Zerrenner were in attendance from the NCTI career education project.

Reports on the State Career Education Coordinators' Conference at Columbus, Ohio and the "Wisconsin Plan" for career education were presented by Dr. Jim Fisher, Career Education Consultant with Wisconsin State Vocational Technical Adult Education. The staff of the Western Wisconsin Technical Institute career education project gave an overview of activities in the career education centers in the district. The meeting was concluded with reports and discussions of projects in other districts. The next consortium will be held at NCTI at Wausau.

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74 WPGA CONVENTION

By Roger Zerrenner

This year's theme, "With Minds Wide Open," was challenging and the convention's sessions and workshops rewarding, primarily because of the input and interaction. Following are some ideas shared during the workshop, "Strategies for Strengthening Self," conducted by Dr. Josiah Dilley: 1) Every day plan to do something that pleases you, 2) Arrange your environment so that it pleases you, 3) Develop a mental file of positive self-images, feelings of worthiness, 4) Use "imagery" to help relax yourself rather than escape reality, 5) Practice "relaxing" techniques when you are relaxed so that you can draw upon the techniques when you need to use them, 6) When facing unpleasant tasks try to come up with pleasant images of how you'll feel when the task is finished.

Hopefully future WPGA conventions will continue to offer workshops of the caliber conducted by Dr. Dilley.

AMERICAN PIE FORUM

by Peggie Mallery

"The American Pie Forum" is the focal point for a series of Thursday evening meetings conducted by the Career Education Consultants. The meetings began November 14 during National Career Guidance Week. The forum is a television series that was designed to provide job information and a lot of other information related to the world of work to adults who are unemployed and under-employed.

The Thursday meetings, which start at 7:30 p.m. in Studio B at NCTI, are open to the general public, free of charge, and are open groups (people can attend one or all of the meetings). Each session begins with the T.V. program, "The American Pie Forum," and is followed by related information and discussion led by career education consultants.

Topics covered to date include wage garnishment, unemployment compensation, discrimination in hiring laws and procedures for filing discrimination complaints, apprenticeships, the Job Service Office (previously WSES), job trends for men and women, G.E.D., and many, many others. Various handouts on job **interviewing**, NCTI programs and the "Why Am I Afraid to Tell You Who I Am?" series was shown and discussed.

Men and women from various backgrounds and ages have been attending these sessions and bring questions that focus on how to get jobs and how to choose vocations. The emphasis of the total program are self and career development. The next meeting, scheduled on Thursday, Dec. 5, at 7:30 in Studio B, NCTI, will cover opportunities for women and the importance of the job interview. A tour of NCTI will be conducted for any one interested on Thursday, December 5, 6:30-7:30 p.m. (Meet in Studio B).

MOTIVATING THE WORK FORCE

by Lois Gilliland

From November 5 to November 7, Lois Gilliland and Ruth Hase were invited to observe a management institute, "Challenges in Motivating the New Work Force" in Madison, Wisconsin. The sessions were conducted by Elton T. Reeves of the University of Wisconsin Center and involved supervisors from industries such as American Can Company and General Mills.

The program covered the following areas: Overview of Individual Motivation; Modern Youth; The Disadvantaged Employee; Women New to the Work Force; and the Ineffective Employee. The meetings involved presentations by Mr. Reeves and Alma Baron, as well as, discussion of changes in the employee today, problems caused by the changes, and possible solutions. The sessions were both interesting and informative.

PARENT/TEACHER CONFERENCE SERIES

Career development information was made available to parents at the parent/teacher conferences in Athens, Edgar, and Mosinee during the months of October and November. Display tables with brochures and career education handouts were placed in strategic locations to attract parents and students. Both Peggie Mallery and Lois Gilliland were available in Edgar to talk with parents about their teenager's career plans and answer questions concerning their own career development. The films Future Shock and The World of Work were also shown. In Athens and Mosinee, Lois Gilliland distributed brochures, answered questions, and took requests for further information.

Approximately 124 parents, teachers, or students took advantage of this service. Questions ranged from "Can I take typing at my age?" to "Where is the nearest place place where I can get a course in child care?"

NCTI CAREER EDUCATION NEWS

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Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

NOTE FROM THE EDITOR

By Lois Gilliland

As you will notice in the newsletter, we are initiating a new approach in our services to communities and schools; a new class; and several new programs. We would appreciate any constructive comments that our readers might have on all or any of these items.

A new bibliography of career education materials at North Central Technical Institute is currently under preparation. This will include audio-visual and printed materials with many hand-out materials which are available to teachers on a permanent basis. Other materials are available on a short term loan upon request. If you would like a copy of the revised bibliography, please contact the career education department or a member of the staff when they are in your community.

The article, "Career Night at Rib Lake" by Ramon Parks, Principal, at Rib Lake high school was certainly appreciated. This program was obviously a very successful endeavor.

It was a pleasure working with all of you in 1974. We hope to offer further services in career education during the new year.

DID YOU KNOW . . . .

MEN'S AGE AND EARNINGS

Census Bureau figures, based on male earnings, show at the age at which men achieve their highest incomes varies by educational background.

Male high school and college grads average their highest incomes in the 45-54 bracket. Men with an elementary school education average their highest incomes between 35-44.

CAREER EXPLORATION PACKAGES

By Peggie Mallery

Twelve sound/slide presentations on a variety of career clusters are now available to anyone in the VTAE District 15. These exploration units were produced by NCTI faculty in conjunction with the career education consultants for the purpose of exposing high school students to careers. The units were developed as part of a career exploration workshop held at NCTI last summer, which provided students with some hands-on activities in the twelve different career areas. The sound/slide career exploration units available are:

1. Office Occupations
2. Drafting Careers
3. Graphic Arts Occupations
4. Ag-Auto Occupations & NCTI programs
5. Health Occupations (audio-tape only)
6. Accounting Occupations
7. How Much Is Enough? - Math necessary for various occupations.
8. Introduction to Marketing Concepts and Careers.
9. Data Processing Occupations and the Wausau Area.
10. Electronics Occupations
11. Some Careers in Machine Tool & Metals
12. Apprenticeship Trades

These A-V materials may be checked out through the Career Education Project or the library, both located at North Central Technical Institute.

THOUGHT FOR THE DAY

"No person can be a great leader unless he takes genuine joy in the success of those under him."

(11/1/74 issue of North Central Technical Institute Target newsletter)

GOING PLACES WITH YOUR PERSONALITY

The career education staff will offer a class called, "Going Places with Your Personality." The first meeting will be held on Thursday, January 16, 1975 from 7:00 to 9:00 p.m. at North Central Technical Institute in room 182. The entire series will consist of six two-hour sessions.

The sessions will include a variety of activities focused on group interaction. Activities will include role playing of job interviews; exposure to the fifteen occupational clusters, human relations training and goal setting; informational sessions such as services of the Job Services office, and others. Individuals will be requested to attend all six meetings. Completion of the twelve hours, will result in increased self confidence that will enhance skills with respect to obtaining employment, holding a job, or advancing on the career ladder.

ADVISORY COMMITTEE MEETING

Representatives from several school districts, Job Services Office, Social Services, and the Division of Vocational Rehabilitation attended the career education advisory committee meeting on Wednesday, December 18, 1974.

A brief summary of major accomplishments in the project was presented by the associate project director. Discussion was held on the following topics: How to tie in career education in the community and school; how the career education staff might work with the business community; and how to reach dropouts. All of these topics were directly related to the new goals and objectives formulated by the career education staff.

To facilitate communications, it was suggested that a list of coming events be listed in the NCTI Career Education News. We are featuring the column in this issue, if you have an activity which you feel would be of interest to career educators, or members of the community, please contact the career education office, telephone 675-3331, Ext. 210.

CAREER NIGHT AT RIB LAKE

By Ramon Parks

On Thursday evening, December 12, 1974, the Rib Lake School District held its first "Career Night." We are both proud and appreciative of the support and turnout by both the resource people and local citizens. Eighteen out of nineteen invited resources (schools, military and others) were represented. One hundred or more area citizens participated in the evening's program. Seventy to seventy-five were high school students and the remainder were parents.

Schools represented at the evening's program were the following: University of Wisconsin Center-Medford, UW-Stevens Point, UW-Eau Claire, UW-Platteville, UW-Stout, Northland College,Nicolet College, North Central Technical Institute Mount Senario College, State College of Beauty Culture. The military was represented by the following branches: Navy, Army, Air Force, Marine Corps and National Guard. Other offerings were Financial Aids, Career Decision-Making, and Employers Insurance of Wausau.

Our "Career Night" focused on high school seniors and their parents although sophomores and juniors were welcome and some did participate. Each high school senior was personally invited to attend through announcements and discussions at class meetings. Letters were sent to all parents of high school seniors inviting them to attend and the students were encouraged to bring their parents.

A casual, relatively unstructured approach was used. A listing of the representative and their location in the building was posted in the entrance-way at the high school. Participants could choose to go to those presentations in which they were interested. A hospitality room was set up in the cafeteria with coffee and donuts Parents, students and representatives were observed interacting there also. Roger Zerrenner noted that forty-one students participated in his session dealing with "Exploring Alternatives, Value Clarification and Decision-Making" which was offered four times.

TEN CHARACTERISTICS OF A GOOD EMPLOYEE

1. LISTENING-Listens carefully when instructions are given for a job; remembers what to do, and asks questions about any instructions that aren't clear.

2. ATTENDANCE-Good attendance on the job.

3. EMOTIONAL HONESTY-Is able to talk up tactfully and say what is on his mind. Does not hide his true feelings, so that others know where they stand with him and where he stands.

4. UNDERSTANDING OF OTHERS-Tries to understand what others around him feel, think, and want.

5. PUNCTUALITY-Being on time.

6. RISK-TAKING-Willing to take the initiative; do more than he's asked to do; take on additional responsibility even if it seems a little risky.

7. PERSEVERANCE-When working under pressure, is able to stick with it; doesn't abandon the job and the people he is working with; perseveres.

8. APPEARANCE-Good personal appearance.

9. USES FEEDBACK-Accepts what others tell him about himself; learns from it, and uses it to make changes for the better.

10. LOYALTY-Is able to develop a feeling of loyalty to the group with which he works.

THOUGHT FOR THE DAY

You are as big as those

things that make you angry.

TEAM WEEK

In order to present a more efficient and comprehensive career education program, the career education staff has developed a series of team weeks. During these weeks the staff will visit a community to offer career education seminars to the teachers in the school district and programs to the adult population to convey career development information to them. Consultants will also be available to work with school and community counselors or organizations interested in career education.

The following weeks are designed as team weeks:

Jan. 20-24
Feb. 3-7
Feb. 17-21
Mar. 3-7
Mar. 17-21
Mar. 31-Apr. 4
Apr. 14-18
Apr. 28-May 2

If you are interested in having the career education staff visit your community, within the NCTI district, please contact Lois Gilliland at 675-3331, Ext. 210.

COMING EVENTS

Career Seminars - Stratford - 8:00-9:00p.m. January 8, 15, and 22, 1975

Business and Professional Womens Organization Programs - Merrill, January 13.

In-service Antigo Elementary Teachers - January 15.

"Going Places with Your Personality" class at North Central Technical Institute 7:00-9:00 p.m., January 16.

In-service Secondary School - Wittenberg-Birnamwood, January 20-22.

Wisconsin Career Education Consortium at North Central Technical Institute - January 23.

In-service Middle School - Mosinee - 8:15 a.m. January 24.

Sex Equality in Guidance Workshop for Counselors - Holiday Inn, Wausau, Jan. 30.

NCTI CAREER EDUCATION NEWS

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Lois Gilliland
Editor

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PLANNING FOR CAREER EDUCATION

By Lois Gilliland

Recently 250 career educators from throughout the United States participated in a conference to determine the future of career education. Areas covered were the definition; integration into the curriculum; dissemination of materials; evaluation; preparation of teachers; and recent legislation.

It was agreed that a formalized plan of implementation is a necessity. This plan should include goals and objectives, a model or strategies for implementation (what you are going to do, who is going to do it, and how you are going to do it), and an evaluation plan.

Career education needs to become an integral part of the educational system. To be effective it must involve the school board and administration, the community, teachers, counselors, and the state department of public instruction. Materials need to be shared between educators, so this creates a need for a more effective dissemination system. Finally, to work for improvement and to measure impact an evaluation system must be established.

JOB SEARCH

Over 4 million employees are working in health occupations throughout the country today, and over 6 million are expected to be needed by 1980.

"To err is human, but when the eraser wears out ahead of the pencil, you're overdoing it." (Quotation from J. Jenkins in introduction to "The Peter Prescription").

WITTENBERG-BIRNAMWOOD SCHOOL COMMUNITY SERVICES

By Peggie Mallery

The career education consultants kicked off their new "team week" approach with a three-day program at Wittenberg-Birnamwood High School, January 20-22, 1975. A variety of materials and approaches were used to help individuals in their own growth and development and also provide career information. Teachers were invited to discuss the concept of career education and look at materials and curriculum guides during their preparation periods.

The seniors were the target group for a panel discussion on career choice with representatives from North Central Technical Institute, Job Services Office, Business, and U.S. Army present. (UW-MC was invited, but unable to attend.) The entire student body viewed the film, Future Shock, as part of the social studies and English classes. The consultants conducted some classroom presentations at the request of the faculty, who were given an itinerary before hand. In all, this approach was felt to be an effective way to get the "word out" on career education and reached a maximum number of people in a relatively short period of time.

Teachers, counselors, and administrators will lead any follow-up activities and a career education consultant will continue to service the high school on a routine basis. The consultants enjoyed their three-day services program at Wittenberg-Birnamwood High School and are looking forward to spending some time in other schools in this area.

COMMUNITY INVOLVEMENT

By Sister Agnes Marie Steiner

Editor's Note: Roger Zerrenner, who has been working with St. Louis Elementary School in Dorchester, commented as follows: "After visiting with Sister Agnes Marie, Principal, a few times, I recognized she has done a lot in coordinating school and community resources. A few of the techniques I am aware of that Sister Agnes Marie uses in expressing recognition include the following: At Christmas time students make tree ornaments for elderly persons of their choice; and students make personal thank you's for people who have visited the school or helped them. Following is a summary of the article she agreed to write sharing some ideas and activities."

Within the recent years considerable attention has been given to the generation gap that exists between adults and young people. It seems that the segregation of children in schools has contributed greatly to this situation. Rest homes are filled with persons who no longer feel needed. It is, therefore, absolutely necessary that school officials recognize the great contribution that senior citizens can make to a school.

People have to be convinced that they can make a contribution. Time has to be taken to visit with and discover the skills that each person has. Special considerations for the senior citizen may be necessary because of physical characteristics or problems common to this group. (Ex: fear of icy streets). For this reason, only the teacher who is adaptable should take on inviting senior citizens to participate in a program. It is also important to remember that the senior citizen is not there to baby-sit with naughty children.

Since Colby High School has a work-study program, seniors have participated in the program. Calls or personal letters were written inviting the students to spend time helping at school. They were told all the ways that they might be able to help, as well as, the fact that even one hour of their time would be appreciated.

Area resource persons were checked to see who would be interested in presenting a lecture or display in the school. Teachers have to be flexible to accept the time the resource person can offer.

All of us need recognition. Thus it is important that persons making a contribution be recognized in some manner. The children at St. Louis School have planned birthday parties, made gifts, and designed cards. The people receiving the recognition have been thrilled at the extra attention.

MERRILL BUSINESS & PROFESSIONAL WOMEN'S CLUB

By Ruth Hase

On January 13 a program on New Perspectives for Women and Girls was presented to the members of the Merrill Business and Professional Women's Club, whose membership totals about one hundred women.

In keeping with their 1975 program focus to promote the career development of girls, the U.S. Department of Labor forecasts were discussed and audio-visual materials used. According to these sources, it is predicted that by 1980 the major increase in the labor force will be women. Nine out of ten women will be part of the work force at sometime. The majority will work full-time thirty years or more. In terms of job supply, pay scales and expanded options, a move toward diversification should be encouraged.

In answer to why women choose jobs rather than careers there are three basic answers: 1) discrimination; 2) sex-role conditioning and 3) presumed incompatibility of family and career.

Women can help younger girls in career development by: 1) Preparing the way for the identity crisis; 2) making them aware of change (we have revolutionized the world of work more in the past twenty years than it was in the previous two-hundred years), and 3) Removing sources of sex-role stereotyping in the school.

CONSORTIUM HELD

By Lois Gilliland

Thirty-two career educators and administrators from the state of Wisconsin met on Thursday, January 23 at North Central Technical Institute to exchange ideas on career education. A report on career education at the national and state level was given by Jim Fisher, Career Education Consultant with the Wisconsin VTAE Board.

The major portion of the program was presented by local educators from the public schools. Each person gave a summary of career education activities or programs in progress at his school. Participants included Don Clement, English Teacher, Stratford High School; James Leffin, Counselor, Wausau West High School; Gregory Krause, Elementary Supervisor, Prentice Public Schools; Marty Haavisto, Counselor, Colby High School; Lloyd Swalve, LVEC, CESA 2; Laddie Zillinger, English Teacher, Phillips High School; and Hope Moreland, Home Economics Teacher, Wittenberg-Birnamwood High School.

No definite plans for the next consortium meeting were made. However, the possibility of having a state-wide conference of career educators was considered.

NEW BOOKLETS

Titles of a new series of booklets on career development are:

"Jobs for Which a High School Education is Preferred,but Not Essential"

"Jobs for Which a High School Education is Generally Required"

"Jobs for Which Junior College, Technical Institute, or Other Specialized Training Is Usually Required"

"Jobs for Which a College Education Is Usually Required"

"Jobs for Which Apprenticeships Are Available"

Any of the above titles can be obtained from any regional office of the Bureau of Labor Statistics, U.S. Department of Labor.

DATES IN FEBRUARY

Display and consultant assistance at Athens High School Open House on Feb. 3 at 8:00 p.m.

In-service at Horace Mann Junior High, Wausau on Feb. 3 at 3:00 p.m.

In-service at Riverview Elementary, Wausau on Feb. 10 at 2:50 p.m.

Stout Guidance Conference, Career Education Staff presentation on "Challenges in Motivating Students for the New Work Force" on Feb. 12-13 at 10:45 a.m.

In-service at Rib Lake - Classroom demonstrations on Feb. 18 at 8:30 a.m.

Career Education Staff presentation at Social Services meeting in Wausau on Feb. 20 at 8:30 a.m.

WIN PROGRAM

By Ruth Hase

A series of positively oriented group experiences were offered to women presently enrolled in clerical classes at North Central Technical Institute through the Work Incentive Program. The group experiences focused on what persons have going for them, their strengths, values, motivation, experiences of success, satisfaction and achievement, and peak experiences. Most people find it difficult to recognize and accept the positive side of themselves and others. The emphasis was on conscious motivation. The primary goal of the experience was to help them understand "who" they are as a person and "what" they are doing to be the kind of person they want to be.

Individual counseling was provided to members of the Tuesday Mother's Club, and a group program will be presented on February 25, 1975.

NCTI CAREER EDUCATION NEWS

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Lois Gilliland
Editor

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CAREER EDUCATION FOR ADULTS

By Lois Gilliland
(As released to the Wausau Record-Herald)

Career development begins in the pre-school years and continues into the retirement years. Its maturation patterns vary from individual to individual.

Career Development as we define it includes both self awareness and occupational awareness. Many adults need assistance in understanding themselves, as well as, developing their skills in dealing with others. They may need further development of their skills in finding a job. These skills include such things as interviewing and locating employment openings. Information on current employment and educational trends may also be helpful.

The career education staff at North Central Technical Institute encourages any individual who feels s/he has a need for career development assistance, to call the career education office at 675-3331, Ext. 210. There is no age, educational, or experience limitation on this service. This assistance is also offered free of charge.

In addition to individual assistance, occasional group sessions are also open to the public. A session called "Who Am I? 1-A" will be offered at the Wausau Room of the Marathon County Public Library on Thursday, March 20, 1975, from 6:30 to 9:30 P.M. The emphasis of the session will be self development. If the group desires, the session will be extended into a class of several sessions on self and career development.

"The best way to appreciate your job is to imagine yourself without it."
(from Western Wisconsin Technical Institute "Trail Blazes")

CAREER AWARENESS PROGRAM

By Roger Zerrenner

On Tuesday, February 18, 1975, Lois, Peg and Rog from the career education staff spent the day at Rib Lake High School. Peg and Rog worked with all juniors and seniors in the classroom (through the social studies classes) covering the following areas: 1) Exploring alternatives, 2) Value Clarification, and 3) Decision-Making as they apply to Life/Work Planning. A short presentation was given in each class followed by small-group activities. We tried to focus on the "process" of Life/Work Planning.

Lois was available in the cafeteria with printed and A-V materials. Materials were arranged according to the 15 occupational clusters (signs identified each). We also had a few Singer viewers available so that students could view and listen to information in their areas of interest.

Our staff felt very good about the cooperation and receptiveness we experienced at Rib Lake. The students seemed especially mature and sincere in their search for career information. We are available to do similar programs for students and/or adults.

IN-SERVICE IN WAUSAU

By Ruth Hase

On February 6, a career education in-service was presented to the sixth grade teachers of Horace Mann Middle School. There was a follow-up meeting with teacher teams to provide curriculum materials and suggestions

On February 10, an in-service was presented to the staff of the Riverview Elementary School. The Wisconsin Department of Public Instruction's slide presentation was used to present career education concepts. Materials were provided for curriculum development.

MARATHON COUNTY SOCIAL SERVICES

By Ruth Hase

On February 21, an overview of the Career Education Project and a program in trends for women was presented to the staff of Marathon County Social Services.

According to statistics quoted from the U. S. Department of Labor, 31 million women are employed, yet two-thirds are in dead-end menial jobs. Half of employed women earn less than $4,450. Ten percent of all families are headed by women. Women with college degrees earn about the same as men with grade school educations. The wife's earnings often lift the family above the poverty level. In Wisconsin 26.2% of families headed by women are in poverty. Women are now more than one-third of the work force. The high cost of welfare with the dramatic increase in families on AFDC, might be cut if more women received skilled training.

The Career Education Project is interested in providing counseling services to women individually or in groups.

BUSINESS ARTICULATION SURVEY

The career education department and business department of North Central Technical Institute are currently planning an articulation meeting with business instructors at area high schools in cooperation with an articulation project sponsored through UW-Stout. This program will be held sometime in April or May. We plan to hold one session this spring with further articulation planned for next year. Reimbursement for mileage and meals involved will be provided through the Stout Project.

Sometimes it is difficult to attend meetings during regular school hours. In order to determine the most convenient time to conduct this meeting, a survey of high school business teachers in the district is currently being conducted. Input into subject areas to be covered in the meeting will also be requested.

(BUSINESS ARTICULATION CONTINUED)

Through this articulation, we hope to establish a more cooperative and cohesive program between North Central Technical Institute and the high schools. In turn this will benefit students through a more articulated program.

HUMANIZING THE EDUCATION PROCESS

By Roger Zerrenner

On February 3, the Medford Area Public Schools sponsored an all-day workshop on "Reality Therapy and Schools Without Failure" for area administrative staffs, superintendents, principals, supervisors of instruction, and teachers. On the following day, February 4, a "Reality Therapy Workshop" was held for area hospital employees, mental health workers, correctional or rehabilitative workers, nursing home personnel and related professions. Both sessions were conducted by Dr. Richard Hawes, Vice-President of the Institute for Reality Therapy and Educator Training Center. It is the opinion of this participant that both sessions were excellent, and I'd highly recommend them to other schools or agencies working with people.

A 15 week, three credit graduate course entitled Schools Without Failure was offered as a follow-up to the one-day workshop. Fay Yost, Guidance Department, Medford High School, has informed me that a sizable number of area educators are participating in this seminar course. Participants meet in small groups with a trained, group leader.

Folks who blow their own horns are quite often off-key.

(Southern Indianna Career Resource Project Newsletter, "Career Expressions")

CAREER EDUCATION TASK FORCE

A working conference on career education responsibilities and opportunities was conducted on March 5 in Madison, Wisconsin. The conference involved representatives from labor and management in business; industry and government; from professional associations, agencies, civic/service organizations; and from all levels of education.

The purposes of the conference were to secure input from participants relevant to the completion of Wisconsin's Plan for Career Education and stimulate interest and support from community groups. Approximately 100 persons were in attendance. Lively discussion was generated in the small groups. The objectives of the sectional meetings were to define goals for career education and arrive at strategies for implementation. There was a healthy diversification in opinion which should be helpful in arriving at a successful Wisconsin Career Education plan.

DATES IN MARCH

Wausau Business and Professional Women's Club on March 4 at 6:30 p.m.

Follow-up on Career Exploration Workshop at East High School on March 4, all day 8:30 a.m. to 4:00 p.m.

Career Education Planning Meeting at Merrill on March 5 at 1:00 p.m.

Career Education Task Force Conference at Madison on March 5 at 9:30 a.m.

Classroom Demonstrations and career materials at Park Falls on March 18 at 8:30 a.m.

Advisory Committee Meeting at NCTI on March 19 at 10:00 a.m.

Teacher, Parent, and Student Career Development Days at Edgar on March 24-25 at 9:00 a.m.

Trade and Industry Day on March 26-27 all day at Wausau West High School.

PROJECT EVALUATION

By Lois Gilliland

Evaluation is always valuable for growth and planning in any educational endeavor. Currently evaluation is one of the prime concerns in career education in determining the impact that this concept has had on the educational system. A plan of evaluation, which originated from the U. S. Office of Education, is being implemented around the country.

The North Central Technical Institute Project is also involved in this evaluation. Through this plan it is suggested that surveys be made of grades three, six, nine, and twelve in the public schools to determine the impact of career education on self and occupational awareness development.

A team of third party evaluators for the career education project has chosen several project schools in which to administer these surveys. These schools will be contacted by members of the career education staff to schedule times and work out the details. Consultants will administer the instruments to the students, and the results will be presented to schools for their use.

In the elementary grades the Career Education Questionnaire from the University of Minnesota will be used, and The Assessment of Career Development by the American College Testing Program will be administered to high school students.

It is not feasible to include all schools in the formalized evaluation plan. However, if your district would like to use these surveys, the career education staff will be happy to work with you on your evaluation.

"People may forget how fast you did a job, but they will remember how well you did it." (Rhinelander Public Schools Newsletter "Chalk-Dust").

NCTI CAREER EDUCATION NEWS

Vol. 1, No. 8
April, 1975

Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
1000 Schofield Avenue, Wausau, Wisconsin 54401

SUMMER WORKSHOP PLANNED

By Lois Gilliland

A one week career education workshop sponsored by the NCTI career education project will be offered from Aug. 18 through Aug. 22. J. Patrick Wagner, Career Education Consultant, from UW-Stout will direct the workshop with the assistance of the NCTI Career Education staff.

The workshop in career education will be offered through UW-Stout extension for two graduate or undergraduate credits and is geared for public school teachers and administrators. The session will provide an opportunity to develop curriculum for classroom use or a plan for career education implementation. A wide range of materials dealing with career development education will also be available. The workshop goals and objectives will remain flexible to meet the needs of educators attending.

If you are interested in attending this workshop, please call the career education office at 675-3331, Ext. #210.

CHANGING ROLES AND CHANGING GOALS

A workshop entitled "Changing Roles and Changing Goals: Sex-role Stereotyping in the Schools" will be held on Saturday, April 26. This workshop, sponsored by the UW-MC Women's Resource Center and the NCTI Career Education Project, is open to teachers and parents. The purpose of the workshop is to increase public awareness of the role of the schools in shaping individuals' self-concepts and fostering the development of decision-making abilities.

The workshop will run from 9:30 a.m. to approximately 3:00 p.m. with luncheon ($1.75) catered. Pre-registration and luncheon reservations can be made through UW-MC Women's Resource Center: telephone 845-9602, Ext. 245.

WAUSAU STOREFRONT SCHOOL

By Ruth Hase

Career Education Consultants, Roger Zerrenner and Ruth Hase, have been offering a self-awareness/career awareness class for students at the Storefront, the alternate learning center in Wausau. Attendance is voluntary and the group is involved in planning the content of the sessions.

In a recent brainstorming session, the following program suggestions received the most votes from the participants: communicating with other people; people games - how to accept them; what does it mean to be free? (freedom and responsibility).

Students have suggested that it would be a good learning experience to interview people in the community with varying life styles. Field trips will be planned to selected businesses, industries, and educational institutions for those students interested in this kind of learning experience.

Audio-visual materials such as You Pack Your Own Chute, Why Am I Afraid to Tell You Who I Am?, and Leo Buscaglia's "Love In the Classroom," were presented to the group. One of the most responsive meetings involved a pot-luck lunch at the school. Structured value clarification exercises are part of the program.

The course is offered on the premise that learners learn from anything that happens and that commitment is essential for success. The Career Maturity Inventory by John Crites Ph. D. published by CTB/McGraw Hill will be used as one indice for evaluation purposes.

EDGAR CAREER EDUCATION SERVICES

By Peggie Mallery

Career Education Services were conducted at Edgar Public Schools on March 24 and 25 and included programs and materials for all grades K-12. Parents were invited to attend during one of the days. Consultants led classroom presentations in grades K-8. High school students viewed an array of materials on occupational clusters and job seeking methods on display in the high school library.

A total of 23 teachers and administrators and 545 students were contacted during these two career days. It is felt that this type of two day program effectively complements the existing guidance services in the school and continues to reinforce active student involvement in realistic career planning for themselves.

CAREER EDUCATION

By Peggie Mallery

The joint meeting of the Edgar and Athens Lion's Clubs on March 25, 1975, was held in Edgar. The topic of their evening's program was Career Education, and Peg Mallery was the guest speaker.

Lion's Club members received a brief overview on the concept of career education and why it was established. The U.S.O.E. slide series on career education was shown. The group was then briefed on the North Central Technical Institute Career Education Project's goals and services, particularly as they related to the Edgar and Athens areas. Description of other North Central Technical Institute programs involving the rural, disadvantaged adult was also presented.

Some examples were given on community involvement in the school setting with respect to career education and also on parents' roles in career development of their children. Continued support of career education in the schools is a desired outcome of this type of program.

ADVISORY COMMITTEE MEETING

By Lois Gilliland

The career education advisory committee met on Wednesday, March 19, 1975. Fifteen members were present including representatives from business, social service organizations, and education.

An overview of project activities for the past quarter was presented. The major portion of the meeting was spent on discussion of future activities and many suggestions were made by advisory committee members.

Activities which were discussed included a state career education conference to be hosted by our project, the summer career exploration workshop, and potential activities for next year. The next meeting will be held in the fall when the schools are in session.

DATES IN APRIL

Industry and You Day on April 4 from 1:00 to 8:00 p.m. in Antigo.

Career Days on April 9 and 10 from 9:00 a.m to 4:00 p.m. at Athens.

In-service on April 12 from 9:00 a.m. to 4:00 p.m. at D. C. Everest High School in Schofield.

Career Days at Wausau East High School on April 21 through April 25

Changing Roles and Changing Goals: Sex-role stereotyping in the Schools at Marathon County Public Library on April 26 at 9:30 a.m.

Classroom Demonstrations at Prentice on April 29 at 10:00 a.m. to 2:45 p.m.

Career Days at Wausau West High School on April 30 to May 2.

Buscaglia "Love" tapes at NCTI faculty lounge at 7:00 - 9:30 p.m. on Tuesday, April 22.

UNEMPLOYMENT STATISTICS

By Ruth Hase

It is generally agreed that the U. S. Department of Labor Statistics are accurate. The question is -- but what gets measured?

Nationwide reports are prepared by a combined team of Census Bureau and Bureau of Labor Statistics experts using techniques insulated from politics.

Some 58,834 households in 461 geographic areas - about one out of every 1,300 households in the U.S. are picked. Each household is interviewed for four months, then becomes inactive for eight months, and returns for four more months. Thus each month one-eighth of the households are new to the survey, three-quarters are the same as the previous month, and one-eighth come from those that had been retired for eight.

Less than two percent of those questioned refuse to respond. The margin of error in these monthly surveys is said to be in the neighborhood of 0.2 percent.

Critics complain that the survey excludes "discouraged" workers, who have stopped looking for work. If those who are working part-time because they cannot find full-time employment were included, the unemployment rate would raise considerably. If they counted those forced to take jobs paying below the federal level, the unemployment rate would triple the official rate. Some critics would limit unemployment reports to what they call "principal breadwinners" in a family.

Whatever measure is taken unemployment remains a problem with no easy cure.

NEW PROJECT SOUND/FILMSTRIPS

Careers and Lifestyles; Career Values: What Really Matters to You; The Changing Work Ethic; Job Attitudes: Liking Your Job and Your Life from Guidance Associates.

PHILLIPS HIGH SCHOOL QUARTER-BLOCK SCHEDULE

By John David Wood
Principal

The quarter-block system of scheduling has been implemented at Phillips High School for the 1975-76 school year. The quarter-block program divided the school year into nine-week quarters for all courses, and the school day into four, ninety-minute blocks. There will not be semesters or semester grades, and each quarter will be a final grading period. Each student will be afforded ten minute breaks between blocks in the morning and afternoon to relax and socialize.

Both students and teachers hope to devise many benefits from the quarter-block schedule. Students must enroll in four subjects each quarter, eliminating study halls. Involvement in no more than four subjects at one time will limit the pressure resulting from being in too many activities and/or subjects. The teaching load will be three blocks per day which limits the number of students at a given time to approximately seventy-five and the maximum of preparations to three. Preparation time is one block per day or ninety minutes. There are several other advantages resulting from the quarter-block system for the school itself, such as textbook costs, staff and facility utilization, and scheduling flexibility.

This schooling system has been adopted for a three-year implementation period. Evaluation of the system will be in the area of academic achievement, attitudes, and curriculum exposure and use. At the end of the third year, the faculty, administration, school board, and parents will work together to determine whether to continue or not.

The habit of going to the bottom of things usually lands a man on top."

People who say "it can't be done" often haven't tried doing it.

NCTI CAREER EDUCATION NEWS

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Lois Gilliland
Editor

Published monthly through the career education project, North Central Technical Institute
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NOTE FROM THE EDITOR

By Lois Gilliland

This has been a very active and fulfilling year for members of the career education staff. The staff has experienced many stimulating experiences with adults, public school personnel, and school children.

Several programs will be conducted during the summer. Examples are the "Career Exploration Workshop" for Youth Work Experience youngsters and the "Career Education Workshop" for teachers. Currently revised goals and objectives are being planned by the career education staff for the coming year. Through this planning it is hoped to offer even greater services to school personnel and adults.

Since we have nearly reached the end of the school year, and summer activities are beginning, this will be the last issue of the "NCTI Career Education News" until September. On behalf of the career education staff, I would like to express our sincere appreciation for your cooperation, assistance, and support.

INDUSTRY AND YOU DAY

The second annual "Industry and You Day" was sponsored by the Manufacturer's Council of the Antigo Area Chamber of Commerce and NCTI-Antigo on Friday, April 4. Approximately 1,000 high school students visited the affair on the NCTI-Antigo campus.

Products and services were displayed by twenty-one area industries and governmental organizations. Tours of the NCTI-Antigo campus were also offered to visitors.

Ruth Hase of the NCTI career education staff organized a career development free materials display and offered career counseling to interested participants. There has been active interest in "Industry and You Day," and attendance was up approximately 200 from last year.

CAREER DAYS AT ATHENS

By Lois Gilliland

On Wednesday, April 9, and Thursday, April 10, career days were held by the career education staff at Athens elementary and high schools. Career education materials and assistance were made available to teachers at both locations.

At the primary level, Peanuts transparencies were shown to students and discussion was held on feelings. Intermediate students viewed a "Bread and Butterflies" videotape and discussed decision-making. Third and sixth grade students were administered "The Self-Observation Scales" and the Minnesota Career Education Questionnaire.

In the high school a display of printed and audio visual materials was arranged to assist students in career planning. Classroom demonstrations on life/career planning were presented to junior and senior students.

The cooperation and interest shown by the faculties and students was appreciated by the career education staff.

SPRING - SUMMER ACTIVITIES

Career Days at Wausau West High School on April 30 and May 1 and 2.

Business Articulation meeting held on May 7, 1975 at the Holiday Inn.

U.S.O.E. Site Visit to project on May 22 and May 23.

Career Exploration Workshop for Youth Work Experience on June 11, 12, and 13.

Career Development Workshop for UW-Stout graduate credit held on August 18-22.

YWE SUMMER WORKSHOP PLANNED

By Peggie Mallery

The second Career Exploration Workshop is being held for students participating in the Youth Work Experience program this summer. The purpose of the workshop is to provide the high school students with prevocational experiences in 15 different occupational areas. The students will get information on many careers including qualifications and education necessary, and in many career areas, an opportunity to try out tasks related to different careers (do some "hands-on" activities). The result should be more effective career planning by the students.

The workshop will begin on Wednesday, June 11 and run for 2½ days at North Central Technical Institute. The Career Education Project at North Central Technical Institute is sponsoring the workshop in cooperation with CESA #7 Youth Work Experience Program. Those students contacted by their YWE supervisors will pre-register for the career exploration workshop and select six career areas they want to learn more about from the fifteen career areas offered, which are:

Health Occupations
Public Service Occupations
Graphic Arts
Manufacturing Occupations
  (Machine Tool & Welding)
Electronics Occupations
Drafting & Residential Design
Apprenticeable Occupations
  Construction, Service, Printing
  and Industrial
Office Occupations
  (Secretarial & Clerical, Accounting,
  and Data Processing)
Developmental Program and high school
  courses related to vocational careers
Natural Resources
  (limited number of sectionals)
Ag-Auto Occupations
Marketing and Distribution
Home Economics

Supplementing the career area units will be self-awareness and decision-making process groups. An orientation and skit will be used to welcome students and familiarize them with the programs and NCTI facilities.

WAUSAU EAST-WEST IN-SERVICE

By Ruth Hase

The career education team spent the week of April 21 at Wausau East High School and three days the week of April 28 at Wausau West High School to present career materials to students and faculty. The films, Future Shock, You Pack Your Own Chute, The World of Work, Freedom 2000, Person to Person, Your New Job, Job Discrimination were shown. Audio visual aids on job clusters were used for small groups of students. Career discussion groups were held and students were counseled individuall in regard to career planning.

CAREER DAY FOR EIGHTH GRADERS AT TRIPOLI

By Roger Zerrenner

On Tuesday, April 29, Ruth Hase, Peg Mallery and Roger Zerrenner were assisted by Greg Krause (Elementary Supervisor-Prentice Publi Schools) in a "Career Day" for all eighth grade students from the Prentice School District. Students were bussed from Prentic and Ogema to the Tripoli building. The program was designed to present ideas and experiences in the areas of Life/Work Planni

The day began with name tags, assigning each student a number 1-4, and some introductory remarks by Rog. Rank order cards were used to involve the students in exploring alternatives, value clarification, and decision-making. Next, the film, "The World of Work" was shown. In the last hour before lunch, students experienced small group activities in the three areas mentioned abov

After lunch students were involved in two thirty-minute small-group sessions: Career Information and Self-Awareness. The day ended with a film, "You Pack Your Own Chute, starring Eden Ryl. The predominant theme in the film is that many times people don't try something new or hesitate to change because they are afraid.

Hopefully, the eighth grade students will apply the message of the film to their career planning by sorting out their interests, aptitudes, etc., and take charge of their own lives; for, as Eden says, "we all pack our own chutes."

SWITCHBOARD-HOTLINE SESSIONS

Recently, Wausau's Switchboard-Hotline held a volunteer training session at NCTI, viewing a video-tape on "Love" presented by Leo F. Buscaglia. Switchboard is a telephone listening, talking, and referral service. The people who call Switchboard are assured of anonymity and are never requested to give their name. The hotline is an all volunteer group of operators whose concern for others brought them together. The phone operators talk with people of all ages about such things as family unhappiness, depression, pregnancies, v.d., drugs, legal advice, or they can put callers in touch with professionals in those fields.

Switchboard volunteers felt Leo Buscaglia had much to offer them in the way of self realization and becoming more aware of the needs of others. Many people call Switchboard because they are lonely and Buscaglia teaches how loving encouragement and recognition can bring happiness.

The Hotline hours are presently 6:00 p.m. to midnight and they hope to expand to a 24 hour service in the future. Volunteers are always needed so if you're interested call 842-3331 any evening.

C.A.S.S. MEETING

By Ruth Hase

The career education staff presented a program to the community agency social service group on April 23. Group introduction techniques were used, an overview of the career education program was presented, and the film, "You Pack Your Own Chute," was shown. The group discussed ways in which the career education consultants could be of service to community social service agencies.

HAVE AN ENJOYABLE SUMMER!!!

IN-SERVICE AT D.C. EVEREST

By Lois Gilliland

An in-service meeting was conducted for members of the faculty of the D. C. Everest school district on Saturday, April 12. The nineteen teachers attending included representatives from the primary grades through senior high school.

A variety of activities were presented by the career education staff. These included the state career education slides from the Department of Public Instruction; the movies, "Pack Your Own Chute," and "The World of Work"; a video-tape of Leo Buscaglia; exercises involving teacher participation; and sectional meetings according to educational level.

The program was conducted in a flexible manner to allow for discussion and choice of activities. Activities were geared so that many of them could be used in the classroom with students. The active participation and helpfulness of the teachers greatly contributed to the meeting.

ASSERTIVENESS TRAINING WORKSHOP

By Peggie Mallery

An assertiveness training workshop is being planned for the end of June. "Assertion is standing up for your basic human rights so that the rights of the other person are not violated in the process," according to Patricia Jakubowski-Spector. Assertive behavior is a direct, honest appropriate expression of one's thoughts and beliefs.

Women who attend the workshop will learn about and practice assertiveness behavior. For more information, contact Career Education at North Central Technical Institute 675-3331, Ext. #210 or the UW-MC Women's Resource Center 845-9602, in Wausau.

APPENDIX B

SAMPLE IN-SERVICE PROGRAMS FOR EDUCATORS
(See quarterly reports for more activities)

Tables on Activities (first, second, third, fourth quarters)

Large Group K-12

Large Group Elementary

Large Group Middle School

Large Group NCTI

Small Group by Department

Small Group by Grade Level

Team Week Activities

Workshops

Classes

Area Resources Guide

FIRST QUARTER

WORKSHOP AND GROUP

INSERVICE PARTICIPANTS

Location	Time	Elementary	Secondary	Administrators LVEC Counselors
Rib Lake	(One-half day) inservice	15	25	3
NCTI	(One week workshop- 9 districts)	9	19	3
Abbotsford	(Two days) inservice	15	27	3
D. C. Everest	(One week) workshop	8	8	4
Park Falls	(One hour) inservice	18	15	2
Wittenberg-Birnamwood	(One hour) inservice	51	40	
Total		116	134	15

SECOND QUARTER

TABLE II

TEACHERS INSERVICES THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

Type of Assistance	Title or Type of Program	Location	Number Involved
Group In-service	Elementary curriculum infusion (Activities)	Stratford	18
Group In-service	Integrating of curriculum activities into curriculum	Stratford	18
Group In-service	Elementary curriculum infusion (Activities)	Mosinee	23
Group In-service	Curriculum, value clarification and decision-making (entire faculty)	Rib Lake	40
In-service Planning	Planned for in-service for handbook with career education committee	Merrill	10
Grade Level (Kindergarten)	Curriculum infusion (Activities)Kindergarten	Mosinee	4
Grade Level (First)	Curriculum infusion (Activities) First Grade	Mosinee	5
English Teachers	Activities and materials for secondary English	Mosinee	6
Social Studies Teachers	Activities and materials for social studies	Mosinee	9
Individual Meetings	Scheduled meetings with teachers, guidance counselors, LVEC, and administrators	Project Schools	233
Curriculum Planning Meeting	Junior high curriculum committee meeting	Wittenberg-Birnamwood	10
Class Demonstration	Living skills, working skills	Dorchestor	32

TABLE II (Con't)

Type of Assistance	Title or Type of Program	Location	Number Involved
Materials Demonstration	Adult basic education teachers	NCTI	4
Materials Display	Home economics Section Articulation Meeting	NCTI	25
Class Demonstration	Colby High School (9th Grade) Session I	Colby	30
Class Demonstration	Colby High School (9th Grade) Session II	Colby	30
Group In-service	Colby High School staff in-service	Colby	40
Planning Meetings	Wausau Public Schools	Wausau	9
	Total		546

Third Quarter

TABLE II

TEACHERS INSERVICES THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS

Type of Assistance	Title or Type of Program	Location	Number Involved*
In-service Talk	Project Report	NCTI	75
In-service Program	Curriculum Infusion (Second Grade)	Mosinee	5
In-service Program	Curriculum Infusion (Third Grade)	Mosinee	5
In-service Program	Curriculum Infusion (Fourth Grade)	Mosinee	5
In-service Program	Curriculum Infusion (Fifth Grade)	Mosinee	5
In-service Program	Career Education Project & Concepts (Horace Mann Middle School)	Wausau	25
In-service Program	Career Education Project & Concepts (Riverview Elementary)	Wausau	26
In-service Program	Curriculum Infusion and Sectional (Middle School)	Mosinee	21
In-service Program	Introduction to Career Education and Curriculum Infusion (East Elementary)	Antigo	19
Workshop	Promoting the Development of Girls & Women	District Public School Counselors	17
Display	Wausau Public Schools Career Meeting for Teachers	Wausau	15

TABLE II (Con't)

Type of Assistance	Title or Type of Program	Location	Number Involved*
Class	Curriculum and Methods in Career Education	Phillips	10
Class	Curriculum and Methods in Career Education	Antigo	8
Career Days	Students (gr. 9-12) reached through movie Future Shock, classroom demonstrations, counseling, and career materials	Wittenberg-Birnamwood	400
Individual Meetings	Meetings or follow-up with teachers, guidance counselors, LVEC, and administrators	Project Schools	171
Career Day	Students (Gr. 9) in classroom demonstrations	Park Falls	125
	Career counseling and display (Gr. 9-12)	Park Falls	115
Career Day	Students reached through counseling and materials display (Gr. 9-12)	Rib Lake	56
Career Day	Counseling and materials display (Gr. 10-12)	Edgar	75
	Classroom demonstrations (Gr. 9-12)	Edgar	40
	Classroom demonstrations (Gr. 6-8)	Edgar	180
	Classroom demonstrations (Gr. 1-5)	Edgar	250
	Teachers and Administrators	Edgar	23
Classroom Demonstration	St. Louis Elementary School (Session I)	Dorchester	45
	St. Louis Elementary School (Session II)	Dorchester	45
		Total number involved	1,761

* Some numbers for large group meetings are approximate.

FOURTH QUARTER

TABLE II

TEACHERS INSERVICES THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS
(Includes students in career days)

Type of Assistance	Title or Type of Program	Location	Number Involved*
Tour and Program	Tour of NCTI and speaker (6th graders from Horace Mann Middle School)	Wausau	120
Career Days	East and West High Schools	Wausau	
	Teachers		50
	Students		475
Career Days	Athens Elementary School	Athens	
	Teachers		13
	Students		320
Career Days	Athens Secondary School	Athens	
	Teachers		10
	Students		222
In-service Program	Curriculum Infusion	D. C. Everest	19
Individual Meetings	Delivered materials and/or consulted with teachers	All Project Schools	22
Group Program	Life/Work Planning (8th graders)	Prentice	75
		Total number involved	1326

* Some numbers for large group meetings are approximate

SESSION REPORT

Rib Lake High School
(Location)

I
(Session #)

Thursday, Dec. 12, 1974
(Date)

"Career Night" (Parents & High School Students)
(Type of Group)

Overall: 75-100
Career Education Sessions 41-50
(Attendence)

Objectives and Procedure:

1) Overview of Career Education
2) Exploring Alternatives
3) Clarifying values
4) Decision-Making

Instructor's Material/Equipment:

1) Film: "World of Work"
2) 16 mm. film projector
3) Chalkboard and chalk
4) Posters and masking tape
5) Printed Materials. (For display & session
6) Occupational Grouping Cards.

Printed Materials Handed Out:
(Table of materials in hallway):

1) Flyer: "Federal Job Info" (CE165)
2) "Career Dev. Sequence Model" (CE040)
3) "Parents & Career Ed. (CE071)
4) "What Are You Cut Out To Be?" (CE002)
5) "A Word About the World of Work" (CE110)
6) "Children Learn What They Live" (CE114)
7) "Careers vs. Jobs" (CE024)
8) "Work Values" (CE089)
9) "Career-Decision-Making Process" (CE087)
10) "Career Clusters" (CE030)
11) "Positive Approach to Discipline"(CE092)
12) "Value Strategy" (CE086)
13) "The Art of Not Listening" (CE042)
14) "Communication with Others" (CE102)
15) "What do You Value in Life?" (CE056)
16) "I.C.E.D. Brochure"
17) "Quips, Quibbles & Quotes II" (CE019)
18) "Do's and Don'ts" (CE112)
19) "Exploring an Occupation" (CE109)
20) "Job Clusters" (CE030)
21) "A Theory of Occupational Choice" (CE160)
22) "Theory of Vocational Development" (CE126)
23) "Kinds of Information Students May Need About Occupations" (CE169)
24) "Vocational Development" (CE190)
25) Flyer: "All People Have Needs"
26) Poem: "Set a Good Example"
27) Flyer: "Six Most Important Words ... One Least Important"
28) Booklet: "Ideas, People, Things"
29) Booklet: "Careers Without College"
30) Booklet: "Intro to the University of Wisconsin system"
31) Brochure: "Apprenticeship"
32) Booklet: "You Move to the City"
33) Brochure: Need a High School Diploma"
34) Career Education Bookmarks
35) NCTI Cataloges
36) Booklet: "Student Follow-Up Report 72-73)
37) "Values Auction"
38) "Values Orientation (CE004)
39) "Rank Order" (CE167)

(Consultant)

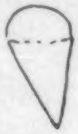
Rib Lake High School Session Report (Con't)

Summary of session:

Note: Eighteen schools, the Military and our Career Education Project were involved in this "Career Night" program. I had a table in the hallway with the above listed materials available for participants. In the adjoining classroom I conducted 4 sessions (each 30-40 minutes) which are outlined below:

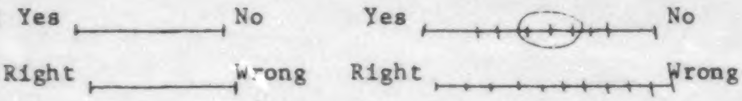
I. First three sessions could be summarized as follows:

1) Introduction of self and project.
2) Ask someone in audience to distinguish "Career" from a "Job". (Note: No one volunteered, so I did.)
3) Overview of Project:
   a) Work with teachers and adults.
   b) Emphasis:



9-12 (Career Prep.)
7-9 (Career Orientation)
(Career Awareness)
K (Self-Awareness)

4) Chalkboard:
   a) Store "A" -- Store "B" (Group Trip to Marshfield - Ice Cream Cone)
   b)



   c) Decision-Making Situation:

Rely on Past Experience

Make Some Change (Brainstorm Feelings)

Indecision
Frustration
Anxiety
Boredom
Insecurity

5) Exercise: "Work Values."
   a) Discuss at tables
   b) Discuss in Large Group. (Note: Suggested to group that in a decision-making situation you establish your priorities and look at only as many choices as you can handle, such as 3 or 4.)
6) Hand-out: "Career Decision-Making Process".
7) Voluntarily filled out Reaction forms and signed attendence roster if they desired additional specific materials. (15 such requests).

II. Session # 4 could be summarized as follows:

1) Introduction
2) Exercise: "Values Auction."
3) Discussion - related to Careers and career choices.

SESSION REPORT

Rib Lake High School	II	Wednesday, October 23, 1974
(Location)	(Session #)	(Date)
K-12 Rib Lake Staff	(Time: 4:00-5:30)	40
(Type of Group)		(Attendence)

Objectives and Procedure:
1) Continuation of In-service on Aug. 22, 1974, (especially in areas of Value Clarification and Decision-Making).

2) Provide Small Group Experiences (by grade-level and topic).

Printed Materials Handed Out:
1)"Career Ed. Decision-Making Process" (CE087)
2)"Post Meeting Reaction Form."
3)"Glad Note." (CE032).
4)"Comprehensive Occupational Education Program Model." (CE058)
5)"Value Strategy" (CE086).
6)"Value Orientations..." (CE004)
7)"Communication With Others" (CE102)

Summary of Session:
1) Introduce Career Education Staff
2) Name Tags
3) Ask for Volunteers to summarize Aug. 22nd Inservice Session.
4) Summary of Value Clarification and Decision-Making Process (Rog):

a)

Birth	Adolescence	Maturity	Old Age
Dependence	Independence	Inter-Dependence	Dependence

b) Handout: "Value Strategy" (Run through steps.")

c) Handout: "Career Education Decision-Making Process." (Run through Steps).

5) Part I of filmstrip set: "A Strategy for Teaching Values."

Instructor's Material/Equipment:
1) Mr. Koumal Films.
2) Film: "World of Work" (Note: Leave with Mrs. Acker for 1 week.)
3) Cassette, Filmstrip Set: "A Strategy for Teaching Values."
4) Cassette, Filmstrip Set: "Keys-Career Exploration."
5) Curriculum Guides
6) Singer Auto-Study Mate (Ruth).

8) "Career Development Scope and Sequence Model' (CE040).
9) "A Word About the World of Work" (CE110)
10) "Exploring An Occupation" (CE109)
11) "Value Sheet" -(Rog's Group)" (CE107).
12) "Stem Sentences (Career Ed.)"
13) "Do's and Dont's - Job Interviews" (CE112
14) "Clarification of Personal Values"(Rog's Group) (CE070)
15) "What Are You Cut Out To Be?" (Rog's Group) (CE002).

(Consultant)

6) Small Groups: (4:20 - 5:15):
   a) Ruth - Value Clarification at Elementary Level (Parts II & III of filmstrip set "A Strategy for Teaching Values").

   b) Lois - Curriculum Development at Elementary Level (using Curriculum Guides and Activities).

   c) Peg - Junior High Level (using filmstrip and cassette set "Career Exploration" along with possible activities for discussion).

   d) Rog - Senior High Level - Value Clarification and Decision-Making (using) "Mr. Koumal" films and exercises).

   Note: All groups could be exposed to the 16 Career Education Concepts with Handout CE040.

7) Large Groups (Cafe):

   a) Fishbowl Technique.
   or
   b) Open Discussion.
   or
   c) One person from each group summarize their small-group experience.
   and
   d) Fill out Reaction Form for meeting.

   e) Refer and to possible Course at Phillips ([illegible]).

MEMORANDUM

SUBJ: Activities in Career Education

DATE: Oct. 1, 1974 3:10 P.M.

PLACE: I.M.C.

FROM: Mr. Kubiaczyk - Principal

The following is the agenda for today's meeting:

(1) Consultants:
    a. Peg Mallary
    b. Lois Gilliland

(2) Monthly Meeting Date:

    Nov. 5, 1974 3:10 P.M. I.M.C.

(3) Slide-Talk Presentation-

    Lois Gilliland

(4) Group Discussion

(5) Activity for November Meeting

"Meeting should conclude by 4:00 P.M."

SESSION REPORT

MOSINEE	I	OCTOBER 31, 1974
(Location)	(Session #)	(Date)

High School Social Studies Teachers	6
(Type of Group)	(Attendence)

Objectives and Procedure:
Inservice meeting to acquaint social studies teachers with career education activities. Discussed activities and talked about hand-outs and materials.

Instructor's Material/Equipment:
A Man's Work (cassettes)

Printed Materials Handed Out:
"To the English Teacher"

"English Activities from Indiana SRA Career Education Activities in English"

16 Concepts

Summary of Session:

Teachers were receptive to new ideas and mentioned some that they had used in social studies. There was some discussion about starting a class on occupational English. They made copies of some of the activities in guides which were not to be kept.

Lori Gilliland
(Consultant)

SESSION REPORT

Mosinee	4a	January 22, 1975
(Location)	(Session #)	(Date)

Third Grade Teachers	5
(Type of Group)	(Attendence)

Objectives and Procedure:

To acquaint teachers with career education concepts

To encourage and motivate use of activities

Informal small group meetings

Instructor's Material/Equipment:

First Things filmstrip

Syracuse units on careers

Printed Materials Handed Out:

Career Education Activities K-6	(CE053)
Concepts 1-16	(CE077)
Career Education National Standard	(CE034)
What's Job Clustering All About?	(CE081)
Activities for the World of Work	

Summary of Session:

State and National Career Education

Integration into the curriculum

Looked at guides

Teachers has Syracuse Units reproduced

Lois Gilliland
(Consultant)

IN-SERVICE MOSINEE MIDDLE SCHOOL

January 24, 1975

8:15 - 8:30 Introduction

8:30 U.S.O.E. Slides
Sixteen Concepts of Career Education and
Wisconsin Plan for Career Education
Fifteen Occupational Clusters
NCTI Career Education Project

9:15 Break

9:30 Choice of Sectionals

Curriculum development, activities, and materials - Lois Gilliland

Techniques for working with small groups
Ruth Hase

Exploring alternatives, value clarification and decision-making
Roger Zerrenner

Occupational Clusters and the World of Work
Peggie Mallery

10:30 Choice of Sectionals as above

11:30 General discussion of career education possibilities in Mosinee and evaluation.

Friday, January 10, 1975

8:30 A.M.	"The Pre-Vocational Program" Paul Jokela, Supervisor-Counselor	Total Faculty Studio B
9:00 A.M.	"Implications of OSHA to NCTI" "Use of Fire Extinguishers at NCTI" Clyde Owens, Trade and Industry Coordinator	Studio B Total Faculty
10:30 A.M.	"The Status of NCTI'S Career Education Project" Lois Gilliland, Associate Program Supervisor	Total Faculty Studio B
11:00	All instructors having VIP students in their classes, having received memo from Mr. Alvin Klug	Room 163
11:45 A.M.	Lunch	
1:00 P.M.	Curriculum Advisory Council Meeting Eugene Battist, Curriculum Specialist D. Zandi B. Paquette Sr. P. Hoffmann R. Baltus J. Zahringer E. Zahn J. Meyer J. Vilendrer A. Klug	Room 405
2:00 P.M.	KEYNOTE ADDRESS (Speaker to be confirmed)	Total Faculty Studio B
4:00 P.M.	Adjournment	

January 13, 1975

Dear Superintendent;

A series of team weeks will be offered to schools and communities within the North Central Technical Institute career education project district. During these weeks the career education staff will visit a community to offer career education seminars to the teachers in the school district and programs to the adult population to convey career development information to them. Consultants will also be available to work with school and community counselors or organizations interested in career education.

The following weeks are designated as team weeks:

Jan. 20-24
Feb. 3-7
Feb. 17-21
Mar. 3-7
Mar. 17-21
Mar. 31 - Apr. 4
Apr. 14-18
Apr. 28-May 2

Enclosed is a list of activities which the career education staff will offer to schools which they visit. If you or your coordinator of career education are interested in having the career education staff visit your district, please contact me at 675-3331, Ext. 210, or discuss it with the consultant who works in your area.

Yours truly,

Lois F. Gilliland
Associate Project Director

LFG:nls
Enclosure

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

January 3, 1975

Mr. Jackson, Principal
Wittenberg-Birnamwood High School
Wittenberg, WI 54499

Dear Mr. Jackson;

I have been planning the program for Career Education Services to your school during January 20-22, as we discussed prior to the holiday recess. Enclosed are some schedules, ideas, etc., none of which cannot be changed if you would like. I have also sent these materials and others to Hope Moreland with more specific notations.

There are a couple of questions that I need answers to as soon as possible.

I have suggested as a possible program during the "School-Community Career Education Services" week a panel (see enclosure). Each member would speak for ten minutes and than allow group to break up for individual questions. I recommend this for senior students - Would such a program, scheduled from 2:15 - 3:15 on Tuesday, January 21, be possible for all seniors and parents, particularly parents of undecided seniors? This is just a suggestion based upon some of our experiences with other schools and [illegible]unities. Please advise me of your decision so that I can contact the different agencies and have them send representatives for that Tuesday. You may have some other ideas and I would be happy to have them.

Enclosed is a copy of the letter that you might send to the parents of those students who were undecided about future plans. Please feel free to add or edit whatever you like.

I am looking forward to the three days ahead when we will be working with you and your faculty. Sometime during or after the Career Education Services, January 20-22, maybe we can discuss possible follow-up plans.

Thank you.

Sincerely,

Peggie Mallery

Peggie Mallery
Career Education Consultant

PM:nls
Enclosures - c.c.: Hope Moreland

NORTH CENTRAL VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

POSSIBLE ACTIVITIES FOR TEAM WEEKS

1. Classroom demonstrations:

    Interviewing techniques

    Value Clarification

    Decision-Making

    Self-Awareness

    Career Exploration

    Attitudes

2. Large or small group programs in one or more areas of career education.

3. Materials Display in building:

    Printed and A.V. materials display and demonstrated for teachers and/or students.

4. Available for individual or small group conferences with teachers and staff.

5. Conduct in-service sessions and/or courses on one or more aspects of career education.

6. Miscellaneous:

    Assist with coordination of career education in the school and the community.

    Panels and programs for parents.

    Coordinate outside resources which relate to career education.

SCHOOL-COMMUNITY CAREER EDUCATION SERVICES

January 20-22, 1975

AGENDA

Monday
January 20:

Individual meetings with faculty and career education consultants as scheduled; balcony area.

Tuesday
January 21:

Career Education consultants will be available for classroom presentations upon teacher's request during the day and also on Wednesday. *See attached.

Roger Zerrenner:
1. Mr. Koumal films and discussion.
2. Exploring alternatives, clarifying values, and decision-making.

Ruth Hase:
1. Excercise in Value Clarification: Values Auction
2. Programs for girls - Myths and Facts, Job Trends.

Lois Gilliland:
1. Job Seeking Skills with filmstrip on *Your Job Interview*.
2. *Why Am I Afraid to Tell You Who I Am?* filmstrip on self-understanding.

Peg Mallery:
1. Occupations in the *World of Work* (Career Exploration movie and discussion)

12:00 - 4:00

Parents have been invited to stop in for conferences with career education consultants in the auditorium.

2:15 - 3:15

Panel discussion on *Careers for the Future*, seniors, undecided seniors and parents in the auditorium. Question period will follow.

Wednesday -All day
January 22

Future Shock - classes as scheduled (social studies, etc.) will see this movie in auditorium. Individual teachers will follow-up with discussion in their classrooms. Movie lasts for 50 minutes.

Display table of career and self information will be set up in the cafeteria area for students. A career education consultant will be available.

Consultants available for classroom presentations as on Tuesday, upon request.

Anytime Tuesday or Wednesday:

Students are invited to stop by and rap about their plans and themselves.(make announcement) We will have many career education materials, pamphlets, media kits, etc., on display in the balcony everyday for preview by teachers. Teachers are welcome to try these out in classes, and students can be invited to stop by and look through these materials to get information on jobs, etc.

Summaries of Classroom Presentations

1) Exploring Alternatives, Clarifying Values, and Decision-Making: Roger Zerrenner

Time requested: Preferably entire period.

Materials desired: Chalkboard and chalk

Summary of session: This presentation would involve a blending of input from the presenter (mainly in terms of diagrams on the chalkboard) and interaction within the group. At least one exercise will be conducted which participant's will do individually and then share their thoughts with the group only if they wish to. The exercise will get at all the concepts mentioned in the title of this presentation.

2) Mr. Koumal Films and Discussion: Roger Zerrenner

Time requested: 20 minutes - entire period

Materials desired: 16 mm. projector and screen- Chalkboard and chalk

Summary of session: This presentation will involve the viewing of the Mr. Koumal films (3 parts) and discussion. The 3 parts are entitled as follows: a) "Mr. Koumal Invents a Robot", b) Mr. Koumal Discovers Koumalia", and c) "Mr. Koumal Battles his Conscience." A discussion will follow each of the above mentioned parts. All three parts get into at least the following areas: Personal Values, Social Values, and Decision-Making.

3) Career Exploration: "It is not so important what occupation an individual chooses but, that he chooses from the widest possible range of opportunities." The World of Work -20 minute filmstrip that takes a look at many types of careers (career Exploration, grades 9-12)
Something is not an option unless an individual knows about it.

Time requested: 30-40 minutes

Materials requested: Projector and screen

4) Values Auction: Ruth Hase

Time requested: Class period

Summary of session: Values Auction - Excercise in Values Clarification - Which is an essential element in the career decision-making process.

5) Program for high school girls. 45 minutes

Summary of session: Myths and Facts, Job Trends and Life Style

6) "Why Am I Afraid to Tell You Who I Am?" Lois Gilliland

Time requested: 50 minutes

Summary of session: (Filmstrip on self-understanding)

7) Job Seeking Skills: Lois Gilliland

Time requested: 45 minutes

Summary of session: (Filmstrip - Your Job Interview)

PROMOTING THE DEVELOPMENT OF GIRLS AND WOMEN

a Workshop sponsored through the
Sex Equality in Guidance Project (American Personnel and Guidance Association; North Central Technical Institute, Career Education Project; and the Women's Caucus (Wisconsin Personnel and Guidance Association)

ONTENTS

ooking at existing programs
An introductory exercise to determine resent counseling practices for girls nd women

ilmstrip
"A Chance to Choose"

ummarizing research
On the effects of sex typing and its imiting effect on the lives of girls nd women

eveloping a frame of reference
To form a basis for the counseling of girls and women

xamining bias in the interview
Video-tape simulations provide a asis for developing an awareness of iased and non-biased counseling

tilizing information
In the counseling session—iscussion of the place media has xamination of the media for bias, on-biased use of tests, new resources for girls and women.

sing action techniques and strategies
A source book of easily implemented echniques--demonstration of selected rograms

Looking at Minority Women
Their unique counseling needs

Back home planning (Small groups)

From infancy on, some boys and girls are programmed into categories of acceptable behavior without regard to their individual temperament, talents, or thoughts. The institutions which have taught sex roles give up reluctantly their old attitudes and ideals.

With the rapid rate of change, today's real role of women is a cultural gap away from the one which young girls read about in their elementary school books or learn from parents and other influences.

Girls tend to make short term plans, to choose careers from a restricted range of socially approved possibilities, and to express a desire for a career without making realistic plans for integrating the roles of worker, wife or single and parent or non-parent into their life span.

Counselors must learn new skills, new modes of interacting, and new views of what constitutes male and female possibilities if they are to expand their counselees' choices of what to be, and do, and think.

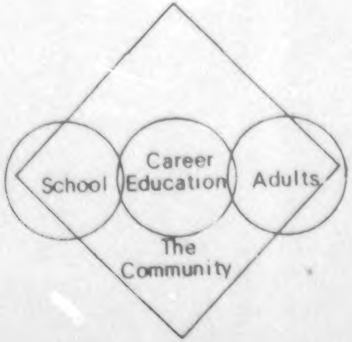
This workshop will help school counselors look at themselves and their goals and it seeks to help them re-define in personal terms the many roles currently played by women. It will explore new opportunities in education and employment, ways of assessing choices, and means of making decisions with a long range perspective on life planning.

***Workshop leader:
Joan Daniels Pedro works as a high school counselor in Middleton, Wisconsin. Because of her work with the Caucus for Women, she was selected as the State Trainer for Sex Equality in Guidance Opportunities Project. She attended an intensive workshop in Washington, D. in October 1974 on recent developments in the counseling of girls and women.

Members of Wisconsin Personnel a Guidance Association Caucus for Women will be part of panels, video segments, and in the behin the-scenes planning. Their names will be announced at the worksho

North Central Technical Institut Career Education Staff:

Russell Paulsen
Lois Gilliland
Ruth Hase
Peggie Mallery
Roger Zerrenner



Workshop dates:

January 30, 1975
Thursday, 9:00 a.m.

Location:

Holiday Inn
201 N. 17th Ave.
Wausau, WI 54401

Cost:

The workshop is provided free of charge to any interested public or private school counselor.

Limited enrollment applications will be accepted on a first received basis
Please return blank below.

- - - - - - - - - - - - - - - - - - -

Please register for Workshop on January 30, 1975. (Must be returned no later than January 15, 1975).

Name ______________________________

Address: ___________________________

Zip Code ___________________________

Occupation _________________________

Return to:

Ruth Hase
Career Education
North Central Technical Institute
1000 Schofield Avenue
Wausau, WI 54401

PROMOTING THE DEVELOPMENT

OF GIRLS AND WOMEN

through non-biased counseling

A WORKSHOP FOR WISCONSIN SCHOOL COUNSELORS

Sponsored by Sex Equality in Guidance Opportunities Project, American Personnel and Guidance Association

Wisconsin Department of Public Instruction

Caucus for Women, Wisconsin Personnel and Guidance Association

CAREER EDUCATION PROJECT
North Central Technical Institute
1000 Schofield Avenue
Wausau, WI 54401

CAREER EDUCATION CLASS

TITLE: Curriculum and Methods in Career Education 413-737

CREDIT: Two graduate credits, UW-Stout ($35.00 per credit)

INSTRUCTOR: Lois Gilliland, Associate Project Director of Career Education, North Central Technical Institute

TIME: Starting Tuesday, February 4, 1975 from 6:30 - 9:00 p.m. for 12 weeks

PLACE: Room 210, Antigo High School

COURSE DESCRIPTION: This course is designed to familiarize the student with the career education movement - its concepts, objectives, techniques, and effects on our society. It will include investigation of ways to incorporate occupational, educational and personal-social information into the school curriculum (K-12); development of course outlines and curriculum (K012); preview and/or development of career education materials; investigation of programs of community involvement in career education; and the definition of individual roles in career education. Many outside career education resource persons will visit the class.

CHOICE OF ONE OR MORE ACTIVITIES:

Development of a unit or plan to use career education in the classroom.

Development of Career Education materials or games.

Development of a district-wide or school plan of implementation.

Development of a program to publicize and make board of education, administrators, and teachers aware of the career education movement and its possible impact.

Reading and writing a critique or giving an oral report on one additional book or periodical articles on career education.

If you plan to attend the class, please return this form to Lois Gilliland, Associate Project Director, North Central Technical Institute, 1000 Schofield Avenue, Wausau, Wisconsin 54401

I plan to attend the career education class for two University of Wisconsin-Stout credits:

Name ______________________________

Address: ______________________________

Telephone ______________________________

Dear Employer:

The guidance department in the Medford Area Public Schools, with the cooperation of the Medford Area Chamber of Commerce, is asking your help in filling out this form. We do not feel that our faculty and students are aware of the number and variety of businesses in our community nor are they familiar with Opportunities for employment in our area. We plan to compile the information from this survey and present it to the teachers so that they will be better informed about the community and so they will have more information to pass on to their students. We would also like them to know where they will be able to take their students on field trips, how to arrange for speakers, and who to contact. If you would indicate on this form that it may be alright for us to take slides or prepare tapes on occupations connected with your business, we will contact you later to arrange times, plans, tc. These slides or tapes will be used to prepare units on occupations for teacher in-service programs, and to enable students to study local occupations.

We realize that this may not ba a normal year with the economy the way it is. Would you please answer the questions on the form as you would in an average year for your business?

We have asked the cooperation and assistance of the Chamber of Commerce, the University of Wisconsin - Medford Center, the Wisconsin Employment Service, and the North Central Technical Institute career education personnel in perparing and compiling this survey. They are all contributing something and we want to thank them.

Thank you for your help. We feel it is good when the schools and industry in our community can work together to better inform the youth of the area.

Thanks again.

Yours Truly,

Fay Yost, Director
Career Education Project
Medford Area Public Schools

NAME OF BUSINESS ______________________________

ADDRESS ______________________________

TYPE OF BUSINESS ______________________________

TELEPHONE ______________ WHO TO CONTACT ______________________________

Resources you could provide: (Please check appropriate boxes.)

	For Elementary Students	For Junior High Students	For Senior High Students	For College Students
Field trips to your business.				
Speakers from your business.				
Resource materials available.				
Other, please indicate.				

Please estimate the number you have employed. (Average year) Full-time ______ Seasonal _____ Part-time ______

Would you estimate the number of annual openings you have. Full-time ______ Seasonal _____ Part-time ______

Please check the education required for entry into jobs in your business. (Check all that apply.)

Less than H.S. Graduate ______ High School Graduate ______ Vocational Training ____

Associate Degree ______ College Degree __________ Other _____ ______________

Are training programs available? yes ____ no ____

Do you have any hard-to-fill jobs? yes _____ no _____ ______________________________

Union _______ Non-union _______ - Both _______

May we come in to take slides to prepare presentations on occupations related to your business. yes ______ no _____ best times ______ ______________________

Would someone be willing to be interviewed on tape about occupations related to your business? yes _____ no ______ Who? ______________________________

Please feel free to add comments anywhere on this form. Please place the completed form in the enclosed stamped envelope and drop it in the mail. Thank you again for your cooperation.

APPENDIX C

SAMPLE ADULT CAREER EDUCATION PROGRAMS
(See Quarterly Report for More Detailed Information)

Tables on Activities

Classes

Older Americans

Parent-Teacher Conferences

Career Night

Parent Small Group Meetings

PTA

Community Groups

BIE Day

NCTI Classes

Disadvantaged Women

In-services for Professional Community Workers

Women's Clubs

Storefront

SECOND QUARTER

TABLE I

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

Type of Assistance	Title or Type of Program	Location	Number Involved*
Testing	General Education Diploma	Antigo	25
Counseling	Individual (Career)	Entire project	22
Group Program	Film: Future Shock	Wausau	35
Group Program	Film: Career Decision-Making	Wausau	5
Group Program	Panel Discussion: "Area Employment Trends, Education, and Work Opportunities for Women"	Wausau	17
Group Program	Explanation of Career Education - Stratford Lion's Club	Stratford	40
Group Program	Explanation of Career Education - Wausau Kiwanis Club	Wausau	20
Group Program	Planning for the Future - Future Homemakers of America (Edgar, Athens, Mosinee, Stratford	Edgar	100
Group Program	American Pie Forum - Session I	NCTI	17
Group Program	American Pie Forum - Session II	NCTI	10
Group Program	American Pie Forum - Session III	NCTI	10
Group Program	American Pie Forum - Session IV	NCTI	5
Group Program	American Pie Forum - Session V	NCTI	6

TABLE I (Con't)

Type of Assistance	Title or Type of Program	Location	Number Invovlved*
Group Program	Senior Citizens Involvement in Career Education - Older Americans (Library Program)	Wausau	50
Group Program	Filmstrip: Women Today - YWCA Holiday Apron Strings Group	Wausau	56
Display Table and Consultant	Career Development Information - Parent-Teacher Conferences	Edgar	38
Display Table and Consultant	Career Development Information - Parent-Teacher Conferences	Mosinee	58
Display Table and Consultant	Career Development Information - Parent-Teacher Conferences	Athens	33
Group Program	Explanation of the Career Education Project Abbotsford P.T.A.	Abbotsford	50
Group Meeting	Tuesday Morning Mother's Club (Welfare) Twelve weekly meetings	Wausau	235
Group Meeting	Work Incentive Orientation Program (In Cooperation with Job Service Office)	Wausau	10
Group Program	Panel for Parents (Career Night)	Rosholt	25
Class	Curriculum and Methods in Career Education	Rhinelander	8
Group Program	Parents of Undecided Seniors	Phillips	4

TABLE I (Con't)

Type of Assistance	Title or Type of Program	Location	Number Involved*
Developmental Classes (NCTI)	Overview of Career Education, Exploring Values, Decision-Making		
	Session I	NCTI	22
	Session II	NCTI	22
	Session III	NCTI	10
American Institutions Class	Overview of Career Education, Exploring Values, Decision-Making	NCTI	30
Materials Display	Parent/Teacher Meeting	Colby	50
Materials Display	Parent/Teacher Meeting	Abbotsford	50
Class Demonstration	Prentice High School (Students over 16) Session I	Prentice	30
Class Demonstration	Prentice High School (Students over 16) Session II	Prentice	12
Group Meeting	Career Night - Rib Lake	Rib Lake	75
		Total number involved	1,180

* (Some Numbers are Approximate for Large Group Programs)

Third Quarter

TABLE I

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

Type of Assistance	Title of Type of Program	Location	Number Involved*
Testing	General Education Diploma	Antigo	12
Group Program	WIN Group Session (6 meetings of 16 each)	NCTI	16
Group Program	Development of Life Planning Skills Tuesday Morning Mothers Club (Welfare)	Presbyterian Church	26
Class (Appendix C)	"Going Places With Your Personality"	NCTI	3
Group Program (Appendix C)	Parents and Students - Session I	Stratford	25
Group Program (Appendix C)	Parents and Students - Session II (Financial Aids)	Stratford	50
Group Program (Appendix C)	Parents and Students - Session III ("Future Shock" film)	Stratford	10
Group Program	"Who Am I? 1-A"	Marathon County Library	9
Group Program	Open House - Display and Counseling Services	Athens	23
Group Program	CAP Regional Conference	Wausau	29
Group Program	Explanation of Career Education to the Edgar-Athens Lion's Clubs	Edgar	28
Group Program	Social Services Staff In-service	Wausau	56

TABLE I (Con't)

Type of Assistance	Title or Type of Program	Location	Number Involved*
Group Program	Woman Today to the Professional Business and Women's Club	Merrill	46
Group Program	Woman Today to the Professional Business and Women's Club	Wausau	27
Classroom Demonstration	Career Awareness (Junior & Senior Students)	Rib Lake	120
Panel Discussion	Careers For the Future (Senior Students)	Witt-Birnamwood	105
Small Groups	Storefront (Alternative School) (Nine sessions on self-development)	Wausau	20
Class Demonstration	Introduction to Marketing Class	NCTI	30
Individual Meetings	Counseling (Career)	Entire Project	23
Group Program	WEA Business Sectional (Articulation questionnaire and explanation)	Wausau	50
In-service	NWCAP Youth Development Staff	Wausau	6
Group Program	Women and Work - UW-Marathon Women's Center	Wausau	6
Individual Meetings	Marathon County Health Care Center	Wausau	6
		Total number involved	726

* Some numbers for large group meetings are approximate.

FOURTH QUARTER

TABLE I

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS

Type of Assistance	Title of Type of Program	Location	Number Involved*
Class	"Who Am I? -1-A"	NCTI	12
Group and Individual Counseling	Tuesday Morning Mother's Club (AFDC Mothers)	Wausau	26
Group Program	Career Education for Community Agencies of Social Services	Wausau	6
Group Program	YWCA "Live Wire" Club	Wausau	18
Group Program	U.W. Marathon Women's Center	Wausau	10
Large Group Career Day	Industry and You Day	Antigo	1000
Group Program	Storefront Alternative School (Weekly)	Wausau	25
In-service	Youth Development Staff of NWCAP	Wausau	8
Group Program	Switchboard Hotline Group	Wausau	15
Group Program	Hearing Impaired Council	NCTI	15
Planning Meeting	Youth Policy Council (NWCAP)	Wausau	2
Group Program	(Youth Policy Council NWCAP) Program for teenagers	Merrill	26

TABLE I (Con't)

Type of Assistance	Title of Type of Program	Location	Number Involved*
Planning Meetings	On ABE & Career Education, CAP, Mental Health, Social Services, Job Services, Community Services.	Wausau	5
Career Days	Classroom Demonstrations on Life/Work Planning	Athens	185
Group Program	Business Articulation - NCTI area and High School Instructors	Wausau	39
Individual Counseling	Individual clients for all consultants	Wausau	25
Projected Activities through June -			
Workshop	Career Exploration Workshop - Youth Work Experience (June 11-13)	Wausau	150
Workshop	Assertiveness Training (June 23-24)	Wausau	25
		Total number involved	1592

* Some numbers for large group meetings are approximate

GENERAL EDUCATIONAL DEVELOPMENT
TEST REPORT - 4/6/74 - 6/3/75

Age of Participants (Average 28 years)	Number of participants
Age 17 - 18	24
Age 19 - 25	41
Age 26 - 30	16
Age 31 - 35	7
Age 36 - 40	12
Age 41 - 45	9
Age 46 - 50	3
Age 51	2
Age 52	1
Age 53	1
Age 61	1
Age 65	1
Age 68	2

Number years of schooling (Ave. 10)

Grade	Total Number
11	35
10	44
9	25
8	14
7	2

Number passing	75
Number failed	14
Number incomplete	27
Number transfers	4
Number taking test to qualify for further education	34
Total number tested	120

SESSION REPORT

N.C.T.I. - Studio B	1	Nov. 14, 1974 - 7:30-9:00p.m.
(Location)	(Session #)	(Date)
American Pie Forum group - Adults		17
(Type of Group)		(Attendence)

Objectives and Procedure:	Instructor's Material/Equipment:
View American Pie Forum - Tape I Find out what people wanted - why they came. Got them to talk a little about their job situation.	Outline of Pie Forum - supplemental material

Printed Materials Handed Out:

NCTI - catalogs, pamplets on NCTI programs, apprenticeships, Women In Apprenticeships and Women's Things

WSES - Unemployment Compensation and WSES - Use of

Summary of Session:

Viewed American Pie Forum - ½ hour
Break for coffee
Informal discussion on what they wanted - allowed most of time for questions and answers
Discuss topics for next week
About ½ of group stayed to meet with consultants for individual information after session.
Large cross-section of needs - But all want employment and many want job satisfaction.

Peggie Mallery
Ruth Hane
(Consultant)

SESSION REPORT

Marathon County Public Library	I	March 20, 1975
(Location)	(Session #)	(Date)

"Who Am I? 1-A" Group Meeting - 3 hours	9
(Type of Group)	(Attendence)

Objectives and Procedure:

Self-development and appraisal as well as career infromation.

Instructor's Material/Equipment:

1) Catalogs and brochures on North Central Technical Institute
2) The Job Hunt and Interview

Printed Materials Handed Out:

1) Catalogs and brochures on North Central Technical Institute
2) The Job Hunt and Interview

Summary of Session:

Session was conducted by Roger, Peggie and Ruth. Introduction techniques for ice-breaking and sharing information on each other - members were asked to pick someone in the group that they did not already know.

Filmstrips and discussion on "Why Am I Afraid to Tell You Who I Am?"

Video-tape and discussion on Pack Your Own Chute which dealt with overcoming our realistic fears.

Evaluations were good to excellent and people enjoyed the introductions and video-tape the most.

Peggie Melleux
(Consultant)

CAREER EDUCATION AND THE OLDER AMERICAN

November 19, 1974 at 11:00 a.m.
at
Marathon County Library

Short overview of the North Central Technical Institute Career Education Program

Career Education and involvement of the older American:

Lois Gilliland, Associate Project Director of
Career Education, NCTI

Filmstrip "Why Am I Afraid to Tell You Who I Am?"

Discussion:

Ruth Hase, Career Education Consultant, NCTI

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331
COMMUNITY SERVICES

Dear Parents,

There will be a member of the career education staff from North Central Technical Institute at the high school during parent-teacher conferences to assist you with career information. This may be helpful to your child in planning his high school program or future career.

The following are some types of information that will be available:

1. How high school subjects relate to future employment.

2. How your interests and talents are related to work.

3. Occupational Information
   a) Nature of Work
   b) Places of Employment
   c) Training, Other Qualifications, and Advancement
   d) Employment Outlook
   e) Earnings and Working Conditions

4. Future Employment Trends

5. Interviewing Techniques

We hope that you will stop at the display in the hallway and take advantage of this service.

Sincerely yours,

L. J. Hebert
Principal

NORTH CENTRAL VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

Dear Fellow Parent,

Hi! Hope you're having a good day.

I am writing you this letter because you are one among many parents in your school district whose son or daughter indicated they were undecided about future career plans in a recent senior survey. I do not wish to imply that every high school senior should have definite career plans at this point in their education, but I do wish to suggest that many of them might welcome assistance from informed parents and others.

I work in a federally funded Career Education Program which is operated through North Central Technical Institute. Four other consultants and I are available in the N.C.T.I. District to assist teachers, students, parents and people who might be unemployed, under-employed or dissatisfied with their present occupation.

I feel we can offer the following kinds of assistance to parents, such as yourself:

Career Awareness Information
Interests, Aptitudes, Skills Information
Understanding and Communicating with Youth of Today
Value Clarification and Decision-Making
Job Trends and Future Outlook

We plan to hold an informal meeting on October 22, 1974, at 7:00 p.m. in the Commons Area of the Phillips High School. We will be available with materials and ideas to assist you with the above mentioned items plus concerns you might have. If you're like me, you might be interested in attending for another reason ... to see how your hard-earned tax dollars are being spent. Hope to see you at the meeting!

Sincerely,

Roger Zerrenner

Roger Zerrenner
Career Education Consultant

RZ/nls

NORTH CENTRAL VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

SESSION REPORT

Abbotsford High School (Location)
I (Session #)
Tuesday, Nov. 12, 1974 (Date)

Abbotsford P.T.A. (Type of Group)
(Up to 100) (Attendence)

Objectives and Procedure:

1) Overview of Projects
2) Define Career Education
3) Overview of Services
4) Self-Awareness - Value Clarification!

Instructor's Material/Equipment:

1) Ex: "Work Values"

Printed Materials Handed Out:

1) Flyer: "Federal Job Info" (CE165)
2) "Career Dev. Sequence Model" (CE040)
3) "Parents & Career Ed. (CE071)
4) "What are you Cut out to Be? (CE002)
5) "A Word About the World of Work" (CE110)
6) "Children Learn What they Live" (CE114)
7) "Careers vs. Jobs" (CE024)
8) "Work Values" (CE089)
9) "Career-Decision-Making Process" (CE087)
10) "Career Clusters" (CE030)
11) "Positive Approach to Discipline (CE092)
12) "Value Strategy" (CE086)
13) "The Art of Not Listening" (CE042)
14) "Communication with Others" (CE102)
15) "What do you Value in Life? (CE056)
16) "I.C.E.D. Brochure"
17) "Quips, Quotes & Quibbles II (CE019)
18) "Do's & Don'ts" (CE112)
19) "Exploring an Occupation" (CE109)
20) "Job Clusters" (CE030)
21) "A Theory of Occ. Choice" (CE160)
22) "Theory of Voc. Development" (CE126)
23) "Kinds of Information Students May Need About Occupations" (CE169)
24) "Vocational Development" (CE190)
25) Flyer: "All People Have Needs"
26) Poem: "Set a Good Example"
27) Flyer: "Six Most Important Words ... One Least Important"

Summary of Session:

1) Introduction by Tom White
2) Comments showing appreciation of Stage Band.
3) Ask someone in audience to distinguish "Career" from a "Job". (Note: No one volunteered, so I did.)
4) Brief commentary of how I ended up in Education.
5) Overview of Project:
   a) Work with teachers and adults.
   b) Emphasis:

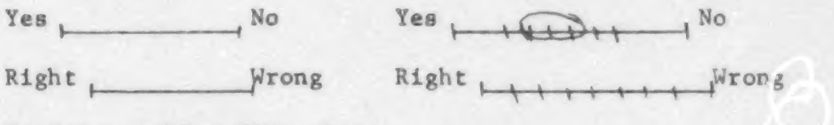
9-12 (Career Prep.)
7-9 (Career Orientation)
↑ (Career Awareness)
K (Self-Awareness)

Roger
(Consultant)

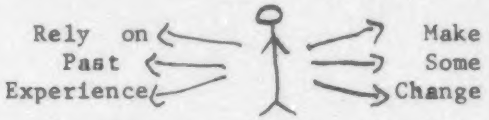
6) Overhead Projector:

a) Store "A" -- Store "B" (Group Trip to Marshfield - Ice Cream Cone)

b)



c) Decision-Making Situation:



Indecision (Brainstorm Feelings)
Frustration
Anxiety
Boredom
Insecurity

d) Asked Group the following questions:
1) How many have experienced "Indecision" in a Decision-Making situation?
2) How many have experienced at least one of the feelings listed above?
3) How many enjoy those kinds of feelings.
4) How many would like for experience an activity whereby you will be looking at Values and Priorities, etc?

7) Exercise: "Work Values."

a) Discuss at Tables
b) Discuss in Large Group. (Note: Suggested to group that in a decision-making situation you establish your priorities and look at only as many choices as you can handle, such as 3 or 4.)

8) Handout: "Career Decision-Making Process".

9) Adjournment - Available by tables of material to talk with individuals.

SESSION REPORT

WAUSAU	ONE	OCTOBER 17, 1974
(Location)	(Session #)	(Date)

KIWANIS CLUB	20 MEN
(Type of Group)	(Attendence)

Objectives and Procedure:

Explain Career Education -
Tell about our project and
activities.

Get any feedback on services

Gain support for career education

Instructor's Material/Equipment:

Career Education - USOE Slides -

Both I and II Parts

Printed Materials Handed Out:

Career Education Newsletter

Summary of Session:

We were invited by John Webb.

Use only Part I of slides next time.

Peggie Mallery
(Consultant)

B I E DAY OCTOBER 3, 1974

DEAR EDUCATOR,

Representatives of Wausau Area Business and Industry consider B-I-E Day a rare opportunity to tell their story to you. Strengthening the relationship between education and the business community certainly can contribute to the progress of this area.

From the different firms involved you will be able to find out many things, such as the cause of the present high price of sugar, the value of advertising, how a color portrait is made, or how local firms depend on world markets, to mention just a few.

We will strive to provide a most informative afternoon for you and are looking forward to your participation.

Sincerely,

R. G. Walraven, Chm.
1974 B-I-E Day

B-I-E DAY PROGRAM

Businessmen visit selected schools at 10:00 A.M.
Teachers and Hosts assemble at Holiday Inn for orientation and dismissal for tours at 1:30 P.M.
Return to Holiday Inn by 5:00 P.M. for social hour 5:00 to 6:00 P.M.

SESSION REPORT

N.C.T.I. (Garry Christie's Class) (Location) (Marketing)

I (Session #)

February 26, 1975 (Date)

Introduction to Marketing Class (Type of Group)

30 (Attendence)

Objectives and Procedure:	Instructor's Material/Equipment:
1) Exploring alternatives	1) Job Clusters Filmstrip/Cassette Set
2) Value clarification	2) Book Working Loose.
3) Decision-Making	

Note: As they apply to Life/Work Planning.

Printed Materials Handed Out:

1) Work Values (CE089)
2) Value Sheet (CE107)
3) The Right Way to Look For a Job (CE208)
4) Decision-making Process (CE212)
5) Motivation (CE211)
6) Reaction Form (CE116)
7) SRA Wallet Reference Guide
8) Careers vs. Jobs (CE024)
9) Fifteen Occupational Clusters (CE030)
10) Vocational Life Stages (CE170)
11) Flyer: Federal Job Information (CE165)
12) Theory of Vocational Development (CE126)
13) Theory of Occupational Choice (CE160)
14) Values Auction (CE036)
15) Resume (CE182)

Summary of Session:

I. Following information was on chalkboard:

   A. Objectives of today's session (See above).

   B. Three parts to Life/Work Planning: (Richard Bolles)
      1) What is it you want to do?
      2) Where do you want to do it?
      3) How do you get to where you want to be?

II. Chalkboard presentation:

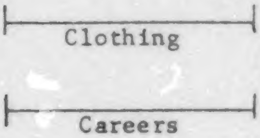
   A. Ask someone to distinguish a "Career" from a "Job".
      1) Discuss
      2) Read quotes from book "Working Loose", (p. 14), and discuss.

(Consultant)

B. Exploring Alternatives:

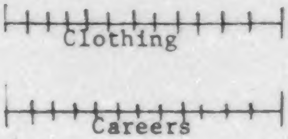
STORE "A"

Chocolate/Vanilla


Clothing
Careers

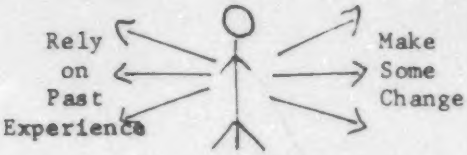
STORE "B"

Thirty-three Flavors


Clothing
Careers

Note: In comparing Life a few years ago compared to today, we have increased choices in almost everything. This can be positive, but it also can create problems in Decision-Making.

C. Decision-Making Situation:


Rely on Past Experience
Make Some Change

Note: In a Decision-making situation try to narrow down choices to a number you can handle....like 3 or 4.

Indecision: (Brainstorm Feelings)

Frustration
Anxiety
Boredom
Anger
Insecurity

D. Excercise: "Work Values"

1) Complete individually and then discuss in pairs.
2) Open discussion - tie in with objectives for the day.

E. Remind students of our services - Room 175, North Central Technical Institute, Phone 675-3331, Ext. 210.

SESSION REPORT

North Central Technical Institute (Location)

(Session #)

January 13- February 15 (Date)

WIN GROUP (Type of Group)

16 (Attendence)

Objectives and Procedure:
Develop life planning/work skills

Positive self concept

Awareness of changing roles of women

Instructor's Material/Equipment:
Filmstrip:
"Why Are You Afraid to Tell Me Who You Are?"

Women Today

Coping With Frustration

Human Potential Seminar-worksheets

Printed Materials Handed Out:

Values Clarification

Attitudes Women/Men

Myths and Realities Women

Summary of Session:

Enthusiastic, expressive group.

Much peer support.

(See evaluations from participants)

Ruth [illegible]
(Consultant)

SESSION REPORT

Presbyterian Church (Location)

I (Session #)

February 18, 1975 (Date)

AFDC Mothers Group (Type of Group)

26 (Attendence)

Objectives and Procedure:

Develop Life Planning Skills

Positive self concept basic value clarification

Instructor's Material/Equipment:

Filmstrip: Humanities Series

You Are Important - Self Identity

I Am Woman by Helen Reddy

Printed Materials Handed Out:

Factual Changes of 20th Century

Values Sheet

Summary of Session:

Participants related situations presented to their own lives and their families. Concurred that self identity is life long process. Comment: "More people should take the time to evaluate their own worth. If you can't like yourself, you can't expect anyone else to find you worthwhile."

The group requested more similar programs and inquired about using materials with youth groups.

Ruth Hase
(Consultant)

SESSION REPORT

Social Services - Wausau
(Location)

I
(Session #)

February 20, 1975
(Date)

Career Education Consultants, Ruth Hase & Peg Mallery
Marathon County Social Service Staff
(Type of Group)

56
(Attendence)

Objectives and Procedure:

Upon request, topics covered are listed below:

Objective - stimulate referrals to make use of our services in career information and self-development counseling for adults.

Instructor's Material/Equipment:

Women Today - Guidance Associates

Cipher In The Snow - tape

Printed Materials Handed Out:

Regarding women - (Social Services specifically requested that we focus some of our program on the women's changing roles and status.)

Child Care: A Women's Right
Occupation - Median Income
Employment and Women
The Drive to Open Up More Careers for Women
The Myth and Reality
Attitude Questionnaire
Welfare Statistics

Summary of Session:

1) Introduction of "Why Career Education" with Cipher In The Snow; 2) Brief overview of career education and North Central Technical Institute project; 3) Facts on women employment; 4) Women Today was shown; 5) Mention of Assertive Training Programs and 6) Our services open discussion -

I think we generated interest in future activities and co-operation.

Ruth Hase and
Peggie Mallery
(Consultant)

SESSION REPORT

Merrill - Wausau
(Location)

I & II
(Session #)

January 13 & March 14
(Date)

Business and Professional Women
(Type of Group)

46 and 27
(Attendence)

Objectives and Procedure:

To inform women about new employment trends and options open to them.

Instructor's Material/Equipment:

Filmstrip: Women Today

Printed Materials Handed Out:

Statistics on Women and Work - U. S. Department of Labor

Probing Your Attitudes Toward Women

Need for Child Care

Myths and Women

Summary of Session:

Statisical information concerning women and employment provided by the U. S. Department of Labor was discussed. The filmstrip, Women Today, was shown. The slide presentation on women accompanied by the song, "I Am Woman" by Helen Reddy was also featured. A discussion of current employment problems for women followed.

Ruth [illegible]
(Consultant)

SUMMARY of SESSIONS

"Self-Awareness/ Career Awareness" (Project)

"Storefront" (Wausau) (Location)

15-20 (Number of Participants)

Session	Date	Communications Content	Possible Exercise	Handouts and/or Evaluation Tool Used
I.	1/27/75	1) Human Needs	1) Video-Tape: "Leo Buscaglia" Stout	1) Buscaglia Quote
II.	1/31/75	1) Ground rules for sessions.	1) Pair up - introduce partner to group.	
		2) What Do You Want Out of Group?	2) Discuss feelings now vs. beginning of session.	
		3) Personal Values	3) Pot-Luck Lunch! (Everybody brought something to share.)	
			4) Ex: Work Values	
			5) Discuss in pairs and large groups.	
III.	2/10/75	1) Additional ground Rule.	1) Read paragraph (re: money) p.14 from book, "Working Loose".	
		2) Personal Values.	2) React to paragraph.	
			3) Open discussion-Personal Values	
IV.	2/17/75	1) Satisfaction, Goals	1) Read paragraph: "To err is human..." introduction from book, "The Peter Prescription".	1) "Careers vs. Jobs"
		2) Relativity		
		3) Life Planning		
		4) Situations	2) Time is Relative: 5 → 6 50 → 51	
			3) Ex: "When I Grow Up I'm Going to Be Married."	
			4) Discussion	
V.	2/19/75 (Evening)	1) Human Needs	1) Video-Tapes: "Leo-St. Point"	1) Buscaglia Quotes
			2) Group Discussion	
			3) Suggestion: Between now and Monday, 2/24/75, try at least one thing Buscaglia suggested.	

Roger Jevenser Ruth Hase
Consultant

SUMMARY of SESSIONS

"Self-Awareness/ Career Awareness" (Project)

"Storefront" (Wausau) (Location)

15 - 20 (Number of Participants)

Session	Date	Communications Content	Possible Exercise	Handouts and/or Evaluation Tool Used
VI.	2/26/75	1) Needs of People 2) Values 3) Self-Improvement	1) Ask for any comments about trying something Leo suggested. 2) Why are we here? 3) Discussion of "Body Language" 4) Suggestion: For next time, think of what you'd like to cover.	
VII.	3/3/75	1) Needs of group. 2) Future Content. 3) Sharing-Cooperating.	1) Counted off by 4, discussed future content in small groups. 2) Note: See attached sheet for "Suggestions From Storefront Group for Content in Future Sessions"	
VIII.	3/10/75	1) "People Games" 2) Communicating How I Come Off.... 3) (Personality Types)	1) Pass out attached sheet (Suggestions from 3/3/75 and discuss 2) Brief discussion of "People Games". 3) Filmstrip/Cassette: "Why Am I Afraid to Tell You Who I Am?" 4) Brief Discussion 5) Reminder: For next time, think of personality type that really jumped out at you today, and think of Freedom vs. Responsibility.	1) Attached suggestions from 3/3/75.
IX.	3/17/75	1) Continue above concepts. 2) Trust/Openness 3) Philosophy of Life	1) Pass out and react to sheet Personality types and/or People Games. 2) Discussion 3) Reminders: For next week - a) Think About your "Philosophy of Life". b) Suggestions for how to more openly and honestly "Rap" with people.	1) List of "Personality Types/People Games."

Consultant

CAREER
EDUCATION
PROGRAM

REVISED
BIBLIOGRAPHY

Project Director,
Dr. Russell Paulsen
Associate Project Director
Lois Gilliland

Career Education Consultants:

Ruth Hase
Peggie Mallery
Roger Zerrenner

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NORTH CENTRAL TECHNICAL INSTITUTE
WAUSAU, WISCONSIN
LAWRENCE B. HOYT, DISTRICT DIRECTOR

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INTRODUCTION

An part of the Career Education Project at North Central Technical Institute, audio visual and printed materials are available on a loan basis to public school personnel within the district. Since the project is involved with sixteen school districts, the materials can be used on a short term basis or previewed at in-service meetings. It is suggested that materials which are particularly effective, be purchased by the district. This bibliography is a sequel to the first annotated listing. It would be suggested that they be used jointly as the contents of the two are somewhat different.

There are three sections involved in the bibliography: Materials available from the Career Education Office, Materials available from the NCTI Library, and Free Printed Materials Available from the Career Education Office.

A simple form of classification has been used to simplify shelf arrangement and circulation. Materials are divided into the two categories of audio visual and printed materials. The audio visual materials consist of filmstrips, kits, cassettes, games, video tapes, and slides. Printed materials consist of books, paperbacks, reports, bibliographies, guides, exercise books and miscellaneous.

Each item is marked according to grade level or type of materials. The following are examples of item listings:

Audio visual:

Fs/S 006 You Promised, First Things Series
(Filmstrips) Guidance Associates, 1972. Primary grades.

Call number Title Type of Material Company Date Grade level

Printed materials:

Gu/HS
450

Wysong, Eugene H. Career Education Program, Vol. II
(Gr. 10-12) Boston: Houghton Mifflin, 1973.

Call number   Author   Grade level   Title   Date

City of publisher   Publisher

If there are questions about materials or the bibliography, feel free to call the Career Education office at 675-3331, Ext. 210. We hope that this service will be helpful to you.

Lois F. Gilliland
Associate Project Director
of Career Education

MATERIALS AVAILABLE FROM THE CAREER EDUCATION PROJECT

Audio Visual Materials Page

Cassettes 2

Filmstrips (Elementary) 4

Filmstrips (Middle School) 5

Filmstrips (Secondary & Adult). 6

Games. 7

Kits 8

Slides 10

CASSETTES (Audio Visual Materials)

Ca 300 A Man's Work: Group I/Office and Sales (Cassettes and teacher's guide) Airline Ticket Agent, Car Salesman, Gas Station Salesman, Industrial Mailroom Clerk, Insurance Salesman, Retail Clerk, Stock Manager/Clerk/Counterman, Trade Salesman. Educational Development Corporation, 1972. Jr.Sr. High-Adult.

Ca 301 A Man's Work: Group 2/Consumer (Cassettes and teachers guide) Barber, Bartender, Cook, Fireman, Mail Carrier, Mortician/Embalmer, Police Officer, Security Guard, TV Repairman, Window Washer. Educational Development Corporation, 1972. Jr. Sr. High-Adult.

Ca 302 A Man's Work: Group 3/Production (Cassettes and teachers guide) Auto Body Worker, Painter, Candymaker, Engine Specialist, Food Processor, Garment Cutter, Glassblower, Patternmaker, Plastic Tire Recapper, Tool and Die Maker. Educational Development Corporation, 1972. Jr. Sr.High-Adult.

Ca 303 A Man's Work: Group 4/Structural (Cassettes and teachers guide) Carpenter/Yardman, Demolition Man, Draftsman, Electrician Glazier, Heavy Machinery Operator, Iron-Worker/Cement Mason, Millwright, Sheet Metal Worker, Steamfitter. Educational Development Corporation, 1972. Jr. Sr. High-Adult.

Ca 304 A Man's Work: Group 5/Miscellaneous (Cassettes and teachers guide) Ambulance Driver's, Binding Worker, Commercial Fisherman, Disc Jockey, Furniture Finisher, Long-Haul Truck Driver, Meter Reader, Platemaker, Tailor, Telephone/Repairman. Educational Development Corporation, 1972. Jr. Sr. High-Adult.

CASSETTES (Tapes Unlimited)

Ca 305 Construction. Tapes Unlimited, 1969. H.S. and Adult.

Ca 306 Distribution. Tapes Unlimited, 1969. H.S. and Adult.

Ca 307 Graphic Arts. Tapes Unlimited, 1969. H.S. and Adult.

Ca 308 Health Services. Tapes Unlimited, 1969. H.S. and Adult.

Ca 309 Hotels, Motels, Restaurants. Tapes Unlimited, 1969. H.S. and Adult.

Ca 310 Industry. Tapes Unlimited, 1969. H.S. and Adult.

Ca 311 Law. Tapes Unlimited, 1969. H.S. and Adult.

CASSETTES (Tapes Unlimited,Con't)

Ca 312	*Mass Communication.* Tapes Unlimited, 1969. H.S. and Adult.
Ca 313	*Security and Protection*. Tapes Unlimited, 1969. H.S and Adult.
Ca 314	*Selling*. Tapes Unlimited, 1969. H.S. and Adult.
Ca 315	*Transportation*. Tapes Unlimited, 1969. H.S. and Adult.
Ca 317	Buscaglia, Leo. Tape I, *Love in the Classroom*. University of Southern California, 1971.
Ca 319	Colby, Betty. *If a Man Answers, Don't Hang Up*
Ca 320	Davis, Roth. *Approach Relevance in Education*, WPGA.
Ca 318	Ramacle, Lee. Human Development - 40 min. Professor, School of Guidance and Counseling.
Ca 316	Yost, Fay. *Introduction to a Strategy for Teaching Values*. Medford High School, 1974.

FILMSTRIPS (Elementary)

Fs/S 007	But It Isn't Yours, First Things Series. Pleasantville: Guidance Associates, 1972. Primary Grades.
Fs/S 013	Me, Myself, and I: Who Am I? Why Do My Feelings Change? What Can I Do About It? How Can I Improve Myself? What About Other People? Where Do We Go From Here? Eye Gate, 1972. Grades 4-9.
Fs/S 012	A Strategy for Teaching Values, First Things First Series. Pleasantville: Guidance Associates, 1972. Primary Grades.
Fs/S 011	What Do You Know About Rules? First Things First Series. Pleasantville: Guidance Associates, 1972. Primary Grades
Fs/S 008	What Happens Between People? First Things First Series. Pleasantville: Guidance Associates, 1972. Primary Grades
Fs/S 010	Who Do You Think You Are? First Things First Series. Pleasantville: Guidance Associates, 1972. Primary Grades
Fs/S 009	You Got Mad: Are You Glad? First Things First Series. Pleasantville: Guidance Associates, 1972. Primary Grades
Fs/S 006	You Promised, First Things First Series. Pleasantville: Guidance Associates, 1972. Primary Grades

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"Testing and Evaluation Service for Vocational Education"
"Why Serve the Handicapped and Disadvantaged Student"

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"Effective Listening" - 2 tapes and exam

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"Ghetto Law and Order: A documentary on the police's role in the nation's ghetto's: 1) Negroes - Segregation. 2) Police 3) U.S. Race Question.
"The Road to Crime" - A convict talks about early criminal tendencies.
"Private World of a Convict" - A criminal discusses his inner longings and emotional problems.
"An Alien Convict Talks About His Prison Life as a Rehabilitating Experience.

FILMSTRIPS:

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"Determining Market Grades of Corn"
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"Keeping Records Up-to-Date"
"Producing Hy-bred Seed Corn"

"Soil Color"
"Starting to Keep Records"
"Summarizing and Analyzing Records"
"Tractor Maintenance"

Architecture:

"School Buildings" - 1965 Exhibit of new school designs.

Aviation:

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Business:

"Role of the Commercial Banking System; Joint Council on Economic Education; n.d. 3 filmstrips (38 frames each) Color. 1) Evaluation of Money and Banking, 2) Using Your Bank - Bank Services, 3) Banking and the Economy. Filmstrip Commentary and teaching guide.

"Role of Consummers; Joint Council on Economic Education; n.d. 1) Importance of Consummer Credit, 2) Consummers and Pattern of Production, Consummers and Economic Stability, 3) Difficulty of Being an Intelligent Consumer, Role of Consumer as a Citizen.

"Role of the Federal Researve System: The Credit Market; Joint Council on Economic Education; n.d. 3 filmstrips,**teaching guide and** filmstrip commentary. 1) Demand For Credit, 2) Supply of Credit, 3) Problem of Economic Balance.

"Role of Our Labor Force" - The Pulse of the Nation; Joint Council on Economic Education; n.d. 3 filmstrips, (51 frames each). With teaching guides and filmstrip commentary. Color. 1) Labor and Laboring Classes 2) Labor Supply.

Ceramics:

"The Making of Fine China" - Lenox Corporation

Dairy Sales:

"Biggest of the Three." with record
"Customer Needs and Wants."
"Death of a Con Man."
"Dig a Little Deeper."
"Johnny Greets the Customers."
"Johnny Closes the Sale."
"Johnny Meets His Boss."
"Johnny on the Spot."
"Mind Your Own Business."
"One in Fifty." - Concerns Milkman with record.
"Person to Person." - with record.

Ecology and Social Change:

"Conflicting Cultures: Non-stop to Glory." With 33 1/3 rpm. phonodisc. (98 frames.) Color. Narrative script.
"Water Pollution." - California State Polytechnical College; n.d.

Home Economics:

"Baby Feeding."
"Clothing Construction."
"Color in HOme Furnishings."- 2 parts.
"Head Start on Homemaking." Script.
"Homes Are For People." - Psychological needs, Sociolgical, and Beauty.
"Household Helpers."
"How To Buy Meat." - Parts 1-3
"How to Cook Chicken."
"Learning From Labels."
"Road to Responsibility."
"Textiles For Today."
"Washday Wonders."
"World of Wonderful Foods."

Insurance:

"Career Surprises." Shows employees at work in the property and liability insurance,.business. Acquaints students with educational requirements for a variety of positions in this field. Record and script.

In-Service:

"Television in Your Classroom." Great Plains Instructional Television Library, n.d.

Metals:

"Platinum Metals" International Nickel Company; n.d.
"Sterling Silver-Art Treasures for Today; Sterling Silversmiths Guild of America; n.d.
"What is An Application Mechanic?"- Aluminum, building materials

Military:

"Admission for Your Service Academics." Produced in joint effort by the five U.S. Service Academics - West Point, Anapolis, Coast Guard, Merchant Marine, and Air Force." Record and script.

Newspaper:

"Organizing a Staff."

Newswriting:

"What Makes News?"
"News Story Structure."
"News, Words, Sentences, and Paragraphs."
"Writing the Lead."
"Your School Publication."

Printing:

"Once Upon a Stone."
"Smooth Operator."
"Type Has Many Faces."

Self:

"Communicationg Face to Face." Cassette. 20 min.- Communication in Nursing and Applied Psychology
"How to Handle Complaints."
"How to Listen More Effectively." - 20 min. with cassette
"Understanding Your Relationship with the Organization."
"Understanding Yourself." (Above filmstrips from Nursing Program. (Could be geared toward Nursing, however, concepts are applicable to other subject areas.)
"Why I Am Afraid To Tell You Who I Am." - Cassette. 40 min. 2 sides. 48 page discussion guide - 2 filmstrips. Color.

Social Studies:

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FILMS:

"Mrs. Reynolds Needs a Nurse." Color. Instructor's Guide. Applied Psychology and Nurses and Nursing Psychology
"Idea With a Future." Nurses and Nursing - 30 min. Color.
"Where the Action Is." 30 min. Color. Vocational Technical Education In Wisconsin.
"Television Station WSAU." Television Advertising. 20 min. Sound & Color.
"The Eye Of The Beholder." Perception, Psychology. Black and White. 16 mm. 25 min.

SLIDES:

Agriculture:

"Alfalfa Insects."
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"Visual Poise for Business and Social Success." - Standing, Sitting, Walking Posture.

VIDEO TAPES:

Business:

"Accounting Cycle." North Central Technical Institute; 1969
"Accruals." North Central Technical Institute; 1969
"Adjustments for Merchandise Inventory." North Central Technical Institute; 1969.
"Automated Systems." North Central Technical Institute; 1969.
Bank Records." North Central Technical Institute; 1969
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"Business Roundtable. Student Roundtable." North Central Technical Institute; 1970
"Cash Payments Journal." North Central Technical Institute; 1969.
"Cash Receipts Journal." North Central Technical Institute; 1969
"Closing Procedures." North Central Technical Institute; 1969.
"Credit Letters." North Central Technical Institute; 1969.
"Referrals." North Central Technical Institute; 1969.
"Deferrals-Unearned Revenue." North Central Technical Institute; 1969.
"Deposition of Plant Assets." North Central Technical Institute; 1969.
"Employee Payroll Deductions." North Central Technical Institute; 1969.
"Employer Payroll Deductions." North Central Technical Institute; 1969.
"Estimated Inventories." North Central Technical Institute; 1969.
"Financial Statements." North Central Technical Institute; 1969.
"Financial Statements for Retail Firms." North Central Technical Institute; 1969
"Internal Control of Cash." North Central Technical Institute; 1969.
"Introduction to Accounting." North Central Technical Institute; 1969
"Investment for Impact." North Central Technical Institute; 1969.
"Methods of Depreciation." North Central Technical Institute; 1969.
"NCTI Dedication, Laird Press Conference." North Central Technical Institute; 1969.
"Negotiable Instruments." North Central Technical Institute; 1969.
"Notes Receivable." North Central Techical Institute; 1969.
"On the Job." North Central Technical Institute; 1969

VIDEO TAPES (cont'd)

"Periodic Worksheet." North Central Technical Institute; 1969.
"Physical Inventories." North Central Technical Institute; 1969.
"Purchase of Merchandise." North Central Technical Institute; 1969.
"Real Property." North Central Technical Institute; 1970.
"Reversing Entries." North Central Technical Institute; 1969.
"Sales Journal." North Central Technical Institute; 1969.
"Theory of Accounts." North Central Technical Institute; 1969.
"Trial Balance." North Central Technical Institute; 1969.
"Uncollectible Accounts." North Central Technical Institute; 1969.
"Worksheet for Retail Firm." North Central Technical Institute; 1969.

City Planning:

"Creation of Cities." North Central Technical Institute; 1970.

Government:

"Electoral College." North Central Technical Institute; 1969.
"How a Bill Becomes a Law in Wisconsin." North Central Technical Institute; 1969.
"Why People Vote the Way They Do." North Central Technical Institute; 1970.

Home Economics:

"Care and Use of the Electric Range." North Central Technical Institute; 1969.
"Cool Cookery." North Central Technical Institute; 1969.
"The Inside Story of Modern Electric Ranges." North Central Technical Institute; 1969.
"Oops, We'd Better Go Shopping." North Central Technical Institute; 1971.

In-Service:

"NCTI's Got It For You." North Central Technical Institute; 1970.

Library:

"Card Catalog." North Central Technical Institute; 1969.
"The Library." North Central Technical Institute; 1969.
"Periodical Guides." North Central Technical Institute; 1969.
"Reference Books." North Central Technical Institute; 1969.

Manufacturing:

"Concrete Finishing." North Central Technical Institute; 1969.
"Properties of Solids, Ultimate Tensile Strenght." North Central Technical Institute; 1969.

Media:

"Computer Revolution Parts I and II: C.B.S. - TV 21st Century; 1969.
"Student Marketing Commercials." North Central Technical Institute; 1969.
"Use of TV at NCTI." North Central Technical Institute; 1970.
"WSAU Radio Commercials--Sales Demonstrations." North Central Technical Institute; 1969.

Metals:

"New Directions in Metal Making." North Central Technical Institute; 1970.

Self:

"The Drug Scene." North Central Technical Institute; 1969.

ADDITIONAL MATERIALS

Career Exploration Units (Slides)

- Office Occupations
- Drafting Careers
- Graphic Arts Occupations
- Ag-Auto Occupations and NCTI Programs
- Health Occupations
- Accounting Occupations
- Some Careers in Machine Tool and Metals
- Apprenticeship Trades
- How Much Is Enough? Math
- Introduction to Marketing Careers and Concepts
- Data Processing Occupations and Wausau Area
- Electronics Occupations

Career Exploration (16 mm. film)

- The World of Work

FREE PRINTED MATERIALS AVAILABLE FROM THE CAREER EDUCATION PROJECT

FREE MATERIALS AVAILABLE FROM
NORTH CENTRAL TECHNICAL INSTITUTE

Career Interest Survey	CE001
Steps on Self and Career Awareness	CE002
Occupational Checklist	CE003
Value Orientation of Middle Class and Youth Cultures	CE004
Career Education As A Resource for Home Economic Classes	CE005
Goals for Career Education by the U.S. Office of Education	CE006
To the English Teacher	CE007
To Teachers Preparing Career Education Units	CE008
To the Teacher	CE009
To the Librarian	CE010
To the Teacher	CE011
Some Peculiar Comments about Education	CE012
Youth and School Alienation	CE013
Information to Help You Understand and Teach Career Development Education	CE014
Career Education Handbook	CE015
Attendance Roster	CE016
Try This Problem	CE017
Quips, Quotes, and Quibbles I	CE018
Quips, Quotes, and Quibbles II	CE019
Career Education Self	CE020
Implementation and Administration of Career Education Programs	CE021
An Encounter With Me	CE022
The Role of Career Education	CE023
Careers vs. Jobs	CE024
Some Reasons for Career Education in Schools	CE025
Career Education Reading List	CE026
Career Education Bibliography	CE027
Role of the School Counselor In Career Education	CE028
Booklets Giving Job Descriptions, Qualifications and Training Requires, Pay Estimates, and Job Outlook	CE029
Job Clusters	CE030
"Love In The Classroom"	CE031
Glad Note	CE032
Physiology of Programs (Kenneth B. Hoyt)	CE033
Career Education Model	CE034
The "T" Diagram	CE035
Values Auction	CE036
General Education Development (G.E.D.) Kit	CE037
Elements of Career Education - Desired Outcome	CE038
I Taught Them All	CE039
Career Development Scope and Sequence Model	CE040
Identify Auction List	CE041
The Art of Not Listening	CE042
Are You Living Up to Your Potential?	CE043
Roles, Goals.... Failure	CE044
Rules for Effective and Meaningful Communications	CE045
Human Development Program Curriculum Content Ideas	CE046
Summary of Thirteen Principles for Changing Children's Behavior	CE047
Career Education for Elementary Schools	CE048
Public Interviews (Merrill Harmon)	CE049
One Minute Reaction Statement	CE050

Interviewing	CE051
How to Teach Fear	CE052
Career Education Activities K-6	CE053
Transactional Analysis Handbook	CE054
Stem Sentences	CE055
What Do You Value in Life?	CE056
Chart Occupations	CE057
Comprehensive Occupational Education Program Model	CE058
Family Reaction - Psychology	CE059
Facilitating Self- Actualization Through Assertiveness Training	CE060
Step for Implementing Career Education in Schools	CE061
Family Occupational Discussion	CE062
Indentification of Significant Others	CE063
Strength Bombardment Exercises	CE064
Wondering What Employer's Look For?	CE065
Communications Test	CE066
Some Ideas Guaranteed to get Reaction	CE067
Do's or Dont's for Mature Job Seekers	CE068
Satisfactions, Achievements and Success	CE069
Clarification of Personal Values	CE070
Parents and Career Education	CE071
Future Shock	CE072
Personal Career Development Review	CE073
Sixteen Concepts	CE074
Career Development Opinionnaire	CE075
Furthering Career Education Through Counseling	CE076
Definitions of Words and Terms Used	CE077
Career Cluster Occupations	CE078
Proposed Definitions Related to Career Education	CE079
Career Development Concepts	CE080
What's Job Clustering All About?	CE081
Activities for the World of Work	CE082
Developmental Tasks	CE083
Some Resource Materials on Developmental Groups	CE084
The Concept on Feedback	CE085
Value Strategy	CE086
Career Decision-Making Process	CE087
Evaluation of Career Education Materials	CE088
Work Values	CE089
Lost on the Moon	CE090
Quotes from Dr. Buscaglia "Love in the Classroom"	CE091
Positive Approach to Discipline	CE092
Growth Development Booklet	CE093
Norms of a Community	CE094
When I Grow Up, I'm Going to Be Married	CE095
Notes from Dr. Pelligren's Presentation	CE096
Tape Recording of "Dr. Glaser" - W. West	CE097
Set a Good Example	CE098
Information from the "Today" Program	CE099
Continuims	CE100
I Am Loveable and Capable	CE101
Communications with Others	CE102
Automobile Accident	CE103
Suggested Books for Understanding Yourself and Others	CE104
Individual Uniqueness! What's That?	CE105
Special Project Report	CE106

Value Sheet	CE107
Manufacturing Clusters	CE108
Exploring An Occupation	CE109
A Word About the World of Work	CE110
The Job Interview	CE111
Do's and Dont's (Job Interviews)	CE112
It Started With an Ad on Monday	CE113
Children Learn What They Live	CE114
Guidance Awareness Survey	CE115
Reaction Form	CE116
Child Care	CE117
SRA - Career Education Activities (Social Studies)	CE118
SRA - Career Education Activities (Mathematics)	CE119
SRA - Career Education Activities (Foreign Languages)	CE120
SRA - Career Education Activities (Science)	CE121
Potential Service in Career Education	CE122
Personal Career Development Review	CE123
Program of Effort	CE124
Career Planning Survey (Junior High)	CE125
Theory of Vocational Development	CE126
What Would You Like to Be?	CE127
Specific Areas of Training in Major Fields	CE128
Questions Asked During An Employment Interview	CE129
The Interview	CE130
Negative Factors Evaluated During Interview	CE131
Resume	CE132
Letter of Application	CE133
Faculty Recommendation Form	CE134
Sample Letter of Acceptance	CE135
Sample Letter of Inquiry	CE136
Preparation for the Interview	CE137
Round Table Discussion (Temple, Ariz.)	CE138
Personal Interview	CE139
Understanding a Child's Goals	CE140
Value Sheet -- Hi and Lois	CE107b
Wheel of Life	CE141
A Look at my Third Grade Education	CE142
Career Education as a Resource in Social Studies	CE143
Career Education as a Resource for Business Classes	CE144
Assessing Your Values	CE145
How Do You View Career Education	CE146
The Poor Man's Soliloque	CE147
Adaptations from "Values and Teaching"	CE148
Eight Do's and Dont's for Beating the Blues	CE149
What is Your Life Style?	CE150
Community Services in Career Education	CE151
Sexism???	CE152
The Career of An Ag Mechanic	CE153
A Counseling Fable	CE154
Classroom Arrangement	CE155
List of Sources May Help in the Interview Process	CE156
Occupational Grouping	CE157
A Handy Metric Conversion Table	CE158
Student's Evaluation	CE159
A Theory of Occupational Choice	CE160
Publication Highlights	CE161
A Self Survey of Sex Role Activities	CE162
Should Wives Work	CE163

Area Resources Survey Sheet	CE164
Federal Job Information	CE165
Activities for Kindergarten, 1, 2, and 3	CE166
Rank the Following Items in Inportance to You	CE167
SRA - Career Education Activities (English)	CE168
Kinds of Information Students May Need About Occupations	CE169
Vocational Development	CE170
Career Education News - Menominie (Feb.)	CE171
Counseling Check-list	CE172
Career Education News - Menominie (Nov.)	CE173
What is a Student?	CE174
Reflections	CE176
Myself ... Edgar A. Guest	CE177
The Ten Commandments of Human Relations	CE178
The Ten Characteristics of a Good Employee	CE179
Model for Cases	CE180
Career Analysis	CE181
Resume (Facsimile)	CE182
Some Home Economic Jobs	CE183
Life Time Span	CE184
Rating in Percentage - Jobs You Have Held	CE185
Relating School Courses to the World of Work	CE186
Areas of Work	CE187
Matching Occupations to Areas of Work	CE188
Exploring Occupations	CE189
Work Values and Goals	CE190
Notes on Career Education	CE191
Guesstimate	CE192
Rank These Jobs	CE193
Probing Our Attitudes Toward's Woman's Lives	CE194
The Important You....	CE195
Handout Assumptions	CE196
Role Change Project	CE197
Sexism in Education	CE198
The Myth and the Reality	CE199
Structural Experiences for Adolescent Counseling Groups	CE200
Community Involvement	CE201
The Right Way to Look for a Job	CE202
Interest Check list	CE203
An Introduction to Career Education: A USOE Policy Paper	CE204
Motivation	CE205
The Decision-Making Process (Stout)	CE206
Child's Care: A Woman's Right	CE207
Employment and Women	CE208
Wisconsin Work Forces Fact Sheet	CE209
Social In-service - Economics	CE210

APPENDIX E

Career Education Advisory Committee

List of Members

Minutes of Meeting

Consortium

Sample Program

List of Members

CAREER EDUCATION ADVISORY COMMITTEE MEMBERS

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James Leffin, Guidance Director
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George H. Glaser,
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Wausau, WI 54401

Mr. Robert Meyer
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Advisory Committee Members (Con't)

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Mr. Doyle Beyl
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MINUTES OF
ADVISORY COMMITTEE MEETING
SEPTEMBER 18, 1974

The persons present at the meeting, called to order at 10:15 a.m. at NCTI, were:

Fay Yost, Medford
Marty Haavisto, Colby
Lois Tulane, Wausau
Jim Leffin, Wausau
Don Conachen, LVEC -
Edgar, Stratford
Marathon and Athens
Career Education Staff

Dr. Russell Paulsen, the Project Director, gave summary reports on the Third Party Evaluation and the USOE Evaluation. Included in these summaries were recommendations of the evaluators and Career Education staff responses to the evaluations.

Marty Haavisto responded that the USOE evaluation team was not necessarily adequately informed on what career education is, etc.

Peg Mallery gave a summary of the Career Exploration Workshop; Roger Zerrenner and Ruth Hase summarized the various teachers in-service programs and workshop; Bill Kubeny discussed the GED and "Industry and You Day;" and Lois Gilliland explained the area agents meetings and results.

Jim Leffin suggested working with area education boards - then contracting with a University to run weekend workshops on Career Education for credit. This way, teachers meet board requirements and Career Ed. staff is able to implement career education.

Project goals and objectives were reviewed by Lois Gilliland, and recommendations from advisory committee members were requested. These were as follows:

1. Distribute Career Education Newsletter to Advisory Committee Members so that future meetings would not be tied up with Project's "show and tell."
2. Senior Survey may be too late in kids curriculum. Better, too, to reach parents by going to them - go to the neighborhoods, as suggested by Lois Tulane, or begin with the Mothers' Clubs.
3. Career Education staff be available or set up booths at the Parent/Teacher Conferences at the schools. Lois Tulane welcomed staff to attempt piloting her idea at the conferences in Wausau elementary and middle schools this fall, Oct. 30-31, and Nov. 5-6.

Some discussion on lack of community, student, and teacher awareness of local trades and industries followed. BIE Day is one means of meeting the teacher's needs. Group emphasized importance of an awareness, but no real suggestions were dealt with except example of the Antigo "Industry and You Day."

Meeting was ended on that note.

TO: Advisory Committee Members

FROM: Lois F. Gilliland, Associate Project Director

SUBJECT: Advisory Committee Meeting, December 18, 1974

DATE: December 30, 1974

1. Members present:

Russ Paulsen	John Cook
Lois Gilliland	Dave Carlson
Rog Zerrenner	Greg Krause
Ruth Hase	Marty Haavisto
Peg Mallery	Lois Tulane
Don Conachen	Carroll Tapp

2. Summary of major accomplishments during the past quarter: Lois Gilliland -

   a. Teacher in-service meetings
   b. Adult Programs - Major focus
      1. American Pie Class
      2. Library meetings
      3. Women as a target population
      4. P.T.A.
      5. Undecided seniors and parents
      6. Others
   c. More public relations and advertising.
   d. Goals and objectives completed.
   e. Distribution of Tables I, II, III from the quarterly report on activities and number of people reached.
   f. Explanation of new "Team Week" approach.

3. Discussion:

   a. Involvement of DPI in career education in local schools.
   b. Suggested alternatives to "in-service" i.e. convention, conference, seminar.
   c. How to tie in community and schools.
      1. Tie into Wausau Career Day through Chamber of Commerce.
      2. Career Days at Wausau West High School.
      3. Colby - local Co-op sent twelve kids to Minneapolis to tour Agri-business.
   d. How to reach the unemployed and under-employed.
      1. Seminar for business representatives to present ideas for working with employees to get in-put or meet with Personnel Club of the Chamber of Commerce.
      2. Work on attitudes of employed.
      3. Control Data - Call in at main office at Minneapolis.
      4. Job enrichment with employers.

    5. Today's unemployed lack any goal or objectives for work. They simply have thought no further than their work/or need for a job. Hopefully, career education will have prepared the individual with goals, ideas, and more information.
    6. Marathon County Health Care Center - Outpatient clients - to see where people come from and to see why employees are dissatisfied.
    7. Management is concerned about new employees (their attitude and turn over level). Could hold some seminars with employers to find their most urgent need.
    8. Study employer - based model of career education.
    9. On-the-job experiences good for students.

e. How to make others aware of coming events.
    1. List coming events in career Ed. newsletter

f. How to reach drop-outs.
    1. Through store front kids
    2. Through C.A.P.P.

g. How to facilitate communication
    1. Exchange school and community counselors for a day.

DATE: Wednesday, March 19, 1975

TIME: 10:00 a.m. - 12:00 p.m.

PLACE: North Central Technical Institute

SUBJECT: Minutes - Advisory Committee Meeting for Career Education Project

After the introduction, a brief review of major accomplishments in career education this quarter was given which included: team week approach, adult classes and activities, articulation, consortuims, new materials, and the USOE evaluation. A suggestion was made to use the 20 minute career exploration units in the NCTI display at Wausau West High School T & I Days in March.

The major portion of the meeting was spent on discussion of future activities and many suggestions were made by advisory committee members. Subjects for discussion were:

1. A state career education conference hosted by our project on May 8 & 9. Topics ranged from themes to implementation and some suggestions were:
    a) include people from industry, labor, and business, particularly personnel people; educators at all levels; career people throughout the state; people who could help in planning career education programs for the future; politicians -
    b) some different themes and topics suggested were futuristics, attitudes, evaluation procedures and instruments, materials displays
    c) committee members seemed more receptive to choices of smaller sessions rather than in one or two general sessions.
    d) A keynote speaker was recommended to kick-off at a dinner meeting and then have the speaker lead small group sessions on the following day. Whether to have the conference on one or two days was not decided. Norman Quisberg (?) from the University of Missouri, St. Louis, was suggested as a possible keynote speaker.

2. The Summer Career Exploration Workshop for YWEP Youth was explained and members were questioned on the feasibility of doing this for adults. Adults receiving help from service agencies and those laid-off by business and industry were suggested target groups.

3. Under project goals and objectives revision, committee members made the following suggestions:
    a) workshop organization and evaluation of career education programs in schools;
    b) get the word out on career education to people on the job;
    c) conduct workshops for agency people to inform them of project's services.

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WISCONSIN CAREER EDUCATION CONSORTIUM

1975 WINTER MEETING
AT
NORTH CENTRAL TECHNICAL INSTITUTE
WAUSAU, WISCONSIN

JANUARY 23, 1975

9:30 - 10:15	Arrival and Coffee
	North Central Technical Institute - Room 405
10:15	Welcome - Overview of Days Activities Report and discussion of career education on the national scene.
	Report and discussion of career education in Wisconsin
	Jim Fisher
	Presentation of the North Central Technical Institute Career Education Project
	Current Project Activities
	Career Education Activities at the Public Schools
	Career Education Activities at North Central Technical Institute
12:30	Lunch
2:00	Group discussion of current issues in career education.
3:00	Informal individual or small group discussion with NCTI Career Education Staff.

APPENDIX F

EVALUATIONS, STATISTICS, GOALS & OBJECTIVES

Table - Number of Persons Contacted

Third Party Evaluation Plan

U.S.O.E. Site Visit

Locally Developed Instruments

1974 - 75 Goals and Objectives

1975 - 76 Goals and Objectives (First Draft)

PERSONS CONTACTED THROUGH
THE
CAREER EDUCATION PROJECT

From September 1974, through June 1975

ADULTS CONTACTED THROUGH MEETINGS OR APPOINTMENTS:

Time		Number Involved
Quarter II		1,180
Quarter III		726
Quarter IV		1,592
	Total Involved	3,498

TEACHERS INSERVICES THROUGH PLANNED GROUP OR INDIVIDUAL MEETINGS:

(Includes students involved in Career Days)

Time		Number Involved
Quarter II		546
Quarter III		1,761
Quarter IV		1,326
	Total Involved	3,633

PUBLIC RELATIONS AND DISSEMINATIONS:

Time		Number Involved
Quarter II		108,203
Quarter III		100,599
Quarter IV		99,022
	Total Involved	307,824

Plan For Progress Evaluation

(For Second Progress Evaluation Report)

Project No. F5005 VW

Grant No. OEG-0-73-5292

Career Education for Persons in Rural Areas

Primary Focus on Adults 16 and Over

Exemplary Project in Vocational Education

Conducted Under

Part D of Public Law 90-576

Russell Paulson, Project Director
North Central Technical Institute
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Center For Studies in Vocational and Technical Education
University of Wisconsin - Madison

Career Education for Persons in Rural Areas

Primary Focus on Adults 16 and Over

The evaluation plan presented is for the evaluation of the project for a second progress report. The aspect of the project considered for evaluation deals with familiarization, career orientation, and career exploration. The planners have tried to follow the Draft Guidelines For The Evaluation of Career Education Programs recommended by the U.S.O.E.-D.H.E.W. The reader may find some variations, if so, there have also been some adjustments on the part of the project to accommodate the Guidelines, particularly as concerns the scope of the project to be evaluated as originally conceived. In the main the planners have tried to be faithful to the Guidelines.

This report concerning the plan for evaluation is presented in sections as follows:

1. Introduction
2. From exploration to evaluation
3. Evaluation of project efforts in several schools K-12
4. Evaluation of project efforts with adults
5. Evaluation treatment
6. Appendices
    - A. Treatment Group - Third Grade
    - B. Treatment Group - Sixth Grade
    - C. Treatment Group - Ninth Grade
    - D. Treatment Group - Twelfth Grade
    - E. Adults

Introduction

The project, Career Education for Persons in Rural Areas, is the kind of broad encompassing and many faceted endeavor that many of us envision in our more expansive moments. Would that a project such as this were funded to permit staff and time to plan adequately, in detail, and to enlist schools and their respective faculties and administration and adults to carry out the objectives of the project as well as to permit the development of adequate and corresponding evaluation instruments.

The project was launched at the North Central Technical Institute and in its district in response to an effort by the U.S.O.E. to introduce Career Education. As an introductory effort the emphasis has been on Familiarization, Career Orientation and Career Exploration. The emphasis has been on familiarization, orientation and exploration as contrasted with selected clearly defined and discreet activities for which valid and reliable instruments of evaluation existed and carried on with selected schools and selected adults and adult groups. This is not to say that evaluation was not anticipated because it was but, rather, that the administration and organizational structure of the project up to this point in time was not specifically centered around limited goals and selected activities with specifically preselected schools and adult groups for evaluational purposes chiefly.

From Exploration To Evaluation

The effort during the first one and one-half years to introduce Career Education was a broad, many-faceted approach directed to as many schools and adults in the district by as many means of communication as possible. It was the hope of the project developers that as many schools as well as adults as possible would become involved in as many activities as possible and that in turn sufficient evaluative evidence could be obtained to enable a third party to evaluate fairly and positively the outcomes of the project to date. An examination of the periodic reports issued by the director reveal clearly that the consultants have achieved a great deal in terms of communication and that the activities of the project are widely known and appreciated. Furthermore, the evaluation planning session revealed that they are very alert and very dedicated.

Evaluation of Project Efforts In Several Schools K-12

Whereas many persons have participated, the captive participants in the schools involved will provide better opportunities for evaluation than the non-structured adult groups or, for that matter, more importantly, individuals. Consequently, there will be one set of evaluation plans for the schools and one for the adults.

One thrust for the schools will be to use the treatment and control group method to determine whether the multi-faceted approach has had an impact on the students in selected schools thus far. The second thrust will be to use the treatment group results as a benchmark by means of which to determine the effectiveness of specific activities and procedures that will be employed for the remainder of the project period in these schools. The evaluators are more concerned with establishing benchmarks in order to evaluate what is still to be done.

Evaluation of Project Efforts With Adults

The experience of the consultants with adults was surprisingly different than they had anticipated. Whereas they anticipated dealing with individuals, they expected that these individuals collectively would fall into more or less discreet groups and, therefore, be amenable to group instruction and evaluation methods. If adults had a semblance of similarity of needs they rarely remained together long enough for the consultants to work with them as a group. They were coming and going - there was no stability of membership. Their educational status and their social-psychological needs were such that these adults would not readily submit to group instructional methods, say nothing of group approaches to evaluation.

The consultants and the evaluators after considering the many aspects of the problems presented by the adults who sought out the project or who were recommended by agencies to the project agreed to the use of the case study method by means of which to help these people as well as to evaluate the effectiveness of the assistance given to these adults. In was further agreed that if possible that these adults might be induced to join a group for study as well as for evaluation purposes. The consultants are now in the process of identifying the individuals with whom they may be able to work over a period of time that will permit them to be of assistance as well as to evaluate the effectiveness of their efforts.

Evaluation Treatment

Schools K-12

Evaluation will take place at Grade 3, Grade 6, Grade 9, and Grade 12. The outcome questions and related evaluation questions will be selected by the consultants from those listed in the Guidelines that nearly as possible describe the goals that they had set for themselves at the beginning of the project.

The design of evaluation will involve the treatment and control group. Two schools in the treatment group will be compared with two schools in the control group. The communities in which these schools are located are similar in social organization, income levels, and the assumption is that in ability and educational levels they are comparable.

For all intents and purposes the information will be obtained directly from the students.

Instrumentation along with outcome questions, related evaluation questions, schools and numbers of students involved are in the appendices attached to this report. Again, the instruments are those suggested by the Guidelines.

Sampling

Data Analysis

Appendix A
Evaluation Design Worksheet
Grade 3

Treatment Group		Control Group	
Stratford	50 Students	Athens	42 Students
Prentice	20 Students	Medford (Brookside)	17 Students

Outcome Questions and Related Evaluation Questions

I. Increased Self Awareness
   B. Have students increased their ability to describe their own current interests and values?
   C. Do students display more positive attitudes toward themselves?

IV. Increased Awareness of and Knowledge about Work
   A. Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?

V. Increased Career Decision Making
   B. Have students increased their ability to relate their personal interest and values to types of paid and unpaid work and their associated life-styles?

Design
    Treatment - Control groups

Specify Data Sources
    Directly from students - publish instruments

Instrumentation
    Self-Observation Scales (SOS) Primary Level
    Form A
    National Testing Service
    Career Education Questionaire (CEQ) K-3
    University of Minnesota-Research Coordinating Unit For Vocational Education

Sampling

Consultants selected schools where the administration and faculty were amenable to the introduction of career education. These schools are serving as the treatment group.

Another set of schools were selected to serve as a control group. These schools appear not to be making a concerted effort to introduce Career Education.

The schools and number of students involved have been indicated above.

Consultants are those who are directly involved in the administration of the project.

Data Analysis

The scoring of the SOS is based on national norms. For each scale, a child receives a standard score (T score), representing a distribution with a mean of 50 and a standard deviation of 10. National precentile and stanine equivalents of this standard score are provided.

C.E.Q. although recommended by the guidelines and although scoring service is provided, the form in which the scoring results will be provided was not given on the advanced literature and the analysis of the data will have to wait until the scoring results are available.

Appendix B
Evaluation Design Worksheet
Grade 6

Treatment Group		Control Group	
Stratford	50 Students	Athens	47 Students
Prentice	26 Students	Medford (Brookside)	25 Students

Outcome Questions and Related Evaluation Questions

I. Increased Self-Awareness
   A. Have students increased their ability to describe their own current abilities and limitations?
   B. Have students increased their ability to describe their own current interests and values?
   C. Do students display more positive attitudes toward themselves?

IV. Increased Awareness of and Knowledge About Work
   A. Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?
   B. Have students increased their knowledge of difference in work conditions and life styles associated with different types of paid and unpaid work?
   E. Have students increased their knowledge of the important factors that affect work success and satisfaction?

V. Increased Career Decision Making Skills
   B. Have students increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life styles?

Design
   Treatment - Control groups.

Specify Data Sources
   Directly from students - published instruments

Instrumentation
   SOS Intermediate Level
   CEQ Grade 6

Sampling

Consultants selected schools where the administration and faculty were amenable to the introduction of career education. These schools are serving as the treatment group.

Another set of schools were selected to serve as a control group. These schools appear not to be making a concerted effort to introduce Career Education.

The schools and number of students involved have been indicated above.

Data Analysis

The scoring of the SOS is based on national norms. For each scale, a child receives a standard score (T score) representing a distribution with a mean of 50 and a standard deviation of 10. National percentile and stanine equivalents of this standard score are provided.

C.E.Q. although recommended by the guidelines and although scoring service is provided, the form in which the scoring results will be provided was not given in the advanced literature and the analysis will have to wait until the scoring results are available.

Appendix C
Evaluation Design Worksheet
Grade 9

Treatment Group		Control Group	
Stratford	100 Students	Athens	92 Students
Phillips	136 Students	Marathon	88 Students

Outcome Questions and Related Evaluation Questions

I. Increased Self-Awareness
  A. Have students increased their ability to describe their own current abilities and limitations?
  B. Have students increased their ability to describe their own current interests and values?
  C. Do students display more positive attitudes toward themselves?
  D. Have students increased their recognition that social economic, educational and cultural forces influence their development?

IV. Increased Awareness of Knowledge About Work
  A. Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?
  B. Have students increased their knowledge of difference in work conditions and life styles associated with different types of paid and unpaid work?
  C. Have students increased their knowledge of entry requirements for major types of paid and unpaid work?
  D. Have students increased their knowledge of the impact of social and technological change in paid and unpaid work?
  E. Have students increased their knowledge of the important factors that affect work success and satisfaction?

V. Increased Career Decision Making Skills
  A. Have students increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work?
  B. Have students increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life styles?
  C. Have students increased their ability to (a) identify, (b) locate, (c) utilize sources of infomation to solve career decision-making problems?

E. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?

VII. Increased Work Seeking and Work Getting Skills
  A. Have students increased their ability to (a) identify, (b) locate, and (c) utilize sources that contain information about paid and unpaid work?
  B. Have students increased their level of skills required in (a) applying for, and (b) accepting work?

Design
Treatment - Control groups

Specify Data Sources
Directly from students-published instruments

Instrumentation
Assessment of Career Development
American College Testing Program
Haughton Mifflin Co.

Sampling

Consultants selected schools where the administration and faculty were amenable to the introduction of career education. The schools are serving as the treatment group.

Another set of schools were selected to serve as a control group. These schools appear not to be making a concerted effort to introduce career education.

The schools and number of students involved have been indicated above.

Data Analysis

Score distributions, means and standard deviations for the 11 ACD scales will be provided.

Appendix D
Evaluation Design Worksheet
Grade 12

Treatment Group		Control Group	
Stratford	92 Students	Marathon	98 Students
Phillips	108 Students	Athens	69 Students

Outcome Questions and Related Evaluation Questions

I. Increased Self-Awareness
   - A. Have students increased their ability to describe their own current abilities and limitations?
   - B. Have students increased their ability to describe their own current interests and values?
   - C. Do students display more positive attitudes toward themselves?
   - D. Have students increased their recognition that social, economic, educational and cultural forces influence their development?

IV. Increased Awareness of and Knowledge About Work
   - A. Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?
   - B. Have students increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work?
   - C. Have students increased their knowledge of entry requirements for major types of paid and unpaid work?
   - D. Have students increased their knowledge of the impact of social and technological changes in paid and unpaid work?
   - E. Have students increased their knowledge of the important factors that affect work success and satisfaction?

V. Increased Career Decision Making Skills
   - A. Have students increased their ability to associate their own abilities and limitations with possible success in present or future paid or unpaid work?
   - B. Have students increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life styles?

C. Have students increased their ability to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision making problems?

E. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?

F. Have students increased their active involvement in career decision-making?

VII. Increased Work Seeking and Work Getting Skills

A. Have students increased their ability (a) to identify, (b) locate, and (c) utilize sources that contain information about paid and unpaid work?

B. Have students increased their level of skills required in (a) applying for, and (b) accepting work?

IX. Increased Awareness of Means for Continued Education

A. Have students increased their ability to identify sources of additional education in major types of paid and unpaid work?

B. Have students increased their ability to identify means to support additional education for themselves in major types of paid and unpaid work?

Design

Treatment - Control groups

Specify Data Sources

Directly from students - published instruments

Instrumentation

Assessment of Career Development
American College Testing Program
Haughton Mifflin Co.

Sampling

Consultants selected schools where the administration and the faculty were amenable to the introduction of career education. These schools are serving as the treatment group.

Another set of schools were selected to serve as a control group. These schools appear not to be making a concerted effort to introduce career education.

The schools and number of students involved have been indicated above.

Data Analysis

Score distributions, means and standard deviations for the 11 ACD scales will be provided.

Appendix E
Adults

At present, as already indicated, the adults who have heard about the project and have come voluntarily or who have been recommended to the project by agencies do not constitute a group with sufficient common interests nor do they constitute a group with similar problems. Also their educational and psycho-social needs prevent them from consenting to group treatment.

The consultants will use a case study approach. They expect that at some point these adults may be willing to constitute a class. In either event the inventories or tests to be used will be the Career Maturity Inventory and Competence will be used with individuals and the group.

Career Maturity Inventory is published by CTB/McGraw - Hill.

The Career Maturity Profile will provide the user with the raw score on each subtest of the Competence test, the local percentile associated with these raw scores and an indication of which items were answered correctly, incorrectly or omitted.

Class raw score averages will be reported on a separate profile sheet.

Pre and post test scores will also be provided.

Frequency distribution reports for each class or grade will be provided giving local percentile ranks.

NORTH CENTRAL TECHNICAL INSTITUTE

CAREER EDUCATION PROJECT

U. S. O. E. Site Visitation Schedule

Tentative Agenda

Visitors

Mr. Elmer Schick, Program Officer
U.S.O.E. Chicago Office

Dr. James Fisher, WBVTAE
Career Education Consultant

Mr. Robert Meyer, DPI
Career Education Consultant

Thursday, May 22, 1975

3:00 P. M.	Status Report - Project Overview Dr. Russell Paulsen, Project Director
	Review of 1974-75 Activities Ms. Lois Gilliland, Associate Project Director
	Consultants Summary Reports of Activities Ms. Peggie Mallery, Ms. Ruth Hase, and Mr. Roger Zerrenner
	Third Party Evaluation Summary Dr. Merle Strong and Dr. Henry Ahrnsbrak
6:30	Dinner - Holiday Inn

Friday, May 23, 1975

8:30 A. M.	Discussion with Project Staff
9:00	Visit Storefront School/meet with Adult Group
10:30	Presentations by various schools of involvement with project staff
11:45	Noon luncheon - Hoffman House
1:30 P. M.	Next year's goals and objectives summary by Third Party Evaluators
	Summary by Review Team

North Central Technical Institute
Career Education Project

CE172

COUNSELING CHECK-LIST

Name ____

Address ______________________________ Telephone ____________________

EDUCATION:
__Below 8th __High School __High School Graduate
__College __College Graduate

AGE:
__Below 18 __19 to 25 __26 to 35
__36 to 45 __Above 45

TYPE OF COUNSELING:
__Dropout __Mid-Career __Woman __Student
__Employed __Unemployed __Under-employed
__Parent __Welfare __Senior Citizen
__GED __Other ____________________

REFERRAL:
__Employment Office __NCTI Counselor __University Counselor
__Job Opening __Financial Aids __Career Information
__Other ______________________________

FINAL DECISION:
__Further Education __Job Placement
__Financial Aid __Other ____________________

COMMENTS: ____

____

____

____

EVALUATION OF CAREER EDUCATION MATERIALS

1. ______________________ ______________________ ________
Name School Grade

2. Material (Identify)

3. I would evaluate this material as:

Excellent _____ Very Good _____ Good _____ Fair _____ Poor _____

4. Evaluate each of the following:

A. Instructions (e.g. instructions with kits, manuals, etc.)

B. Activities/Materials (Specify amount and type)

C. Student Responses (Identify typical responses)

D. How were materials integrated into the regular curriculum?

5. Amount of time that the activities were used?

6. Other practical uses stemming from use of materials (Identify)

A. Other related teaching ideas

B. Other related teaching materials that may be developed

(CE-8-74-100)

COMMUNITY SERVICES IN CAREER EDUCATION

INSTRUCTIONS: Please rank order the following services. In the first column under "Your Commitment" number the items with which you are willing to assist us. Under "Community Needs" please number the services as you see a need for them in the community. You need not mark each blank if you feel it is not appropriate to your situation.

Your Commitment	Community Needs	
___	___	Holding informal groups for parents of undecided high school seniors (without students)
___	___	Holding informal groups for parents of undecided high school seniors (with students)
___	___	Being available in the community (other than school buildings) for short periods of time to distribute career information.
___	___	Placing career education materials on display in strategic locations in the community.
___	___	Serving as a link between NCTI and the community in setting up courses for high school credit.
___	___	Offering courses in career education to include the following areas: self-awareness, value clarification, decision-making skills, career development, and employment trends.
___	___	Being available to act as a resource person in career education in evening school programs.
___	___	Being available to conduct programs or to explain our career education program to civic, fraternal, and educational groups.

__ __ Assisting in establishing an area resource guide similar to the one completed for the Wausau area.

__ __ Working with local business and industry to acquire *Concise Handbook of Occupations* for high school students.

__ __ Assisting in identifying and working with high school dropouts. Please offer suggestions: ______________________________

____

____

____

__ __ Other: ______________________________________

____

____

____

North Central Technical Institute
Career Education Project

Location: ______________________________ Date: ______________

REACTION FORM

1. The parts of this session I liked most were:

2. The parts of this session I liked least were:

3. For the future, I would suggest:

4. During this session I learned the following about myself and others:

5. In general, I would rate this session:

Excellent	Good	Fair	So-so	Not so hot

6. Other comments: ______________________________

____

____

____

(CE-10-74-100)

North Central Technical Institute
Career ducation Project

POTENTIAL SERVICES IN CAREER EDUCATION

Please indicate the type of assistance that you would prefer from the career education consultants at North Central Technical Institute. Please rank order the major categories according to first, second, third and fourth choice. Then rank order each of those items within each major category.

_____ Assistance in planning and conducting career education workshops and in-service programs K-12 in one or more of the following:

___ Development of career education activity units to integrate into the regular curriculum.
___ Planning and demonstration of "hands-on" activities to be used in the classroom.
___ Preparation of materials to be used in the classroom.
___ Planning, selection, or preparation of evaluative instruments for your career education program.
___ Other ____

_____ Assistance with career education materials:

___ Through bibliographies
___ Through demonstration
___ Through short-term loan of project materials
___ Through assistance in selection of career education materials
___ Other ____

_____ Assistance through career education classes for teachers on one of the following subjects:

___ Curriculum development in career education
___ Learning about yourself and others
___ Career opportunities for youth and adults (current trends, interviewing techniques, resources with career information, etc.)
___ Other ____

_____ Assistance in planning and implementing career education classes for the following:

___ For parent groups
___ For parent and student groups
___ Others ____

One of the objectives of our career education project is to assist adults in career development. We are attempting to find more ways to reach people to whom career counseling would be helpful. Please list any suggestions which you might have to reach these adults, such as through PTA talks or flyers.

(CE-8-74-100)

EVALUATION OF SLIDE PRESENTATIONS

Please complete this information and return with slide presentation:

Name ______________________________ School ______________________

Subject ______________________ Number of students who viewed the unit ______

What career exploration slide presentation was used? ____________________

____

Overall, the slide presentation was: (please ✓)

Very good —|—|—|—|—|— Poor

How was it used? ____

Was the career exploration unit:

Easy to understand? ____

Length alright? ____

Terminology easy to understand? ___________________________________

Any other comments: ____

____

____

Career Education
Grant No. O.E.G. 0-73-5292
Project No. V361036

CE001

CAREER INTEREST SURVEY

01 Name ______________________ 02 Date of Birth ______________

03 Social Security Number ______________________

04 Name of School & City ______________________

05 Name of Parent or Guardian ______________________

06 Address ______________________

Please indicate with check marks your future plans:

07	____ Seek employment	13	____ Marriage
08	____ Military Service	14	____ Work at home
09	____ 4 years college or university	15	____ Undecided
10	____ 2 years college	16	____ Other (please specify)
11	____ Technical institute		______________

12 ____ Other type school (Please specify) ______________________

17 If undecided, check all that imply:

18 ____ Need more information concerning where and/or how to apply for a job or school
19 ____ Need information on student financial aids
20 ____ Tentative marriage plans
21 ____ Would like to know myself better
22 ____ Desire to travel and/or get away for awhile
23 ____ Would like to develop more confidence in career decision-making
24 ____ Other (specify or list) ______________________
25 ______________________
26 ______________________
27 ______________________

28 Present or previous work experience (Include all, even if you think it is not important-paper route, babysitting, etc. ______________________
____
____

29 Hobbies, if any ______________________

30 Other interests ______________________

(CE-9-73-2500)

CAREER EDUCATION OPINIONNAIRE

1. Which of the following best describes your present role in education?

   a. Teacher of academic subject
   b. Teacher of vocational subject
   c. Guidance counselor
   d. Administrator
   e. Other: (Describe: ________________________________)

2. Which of the following best describes the grade level of students with whom you work or have responsibility?

   a. K-6
   b. 7-9
   c. 10-12
   d. Post High School - Adults
   e. Other: (Describe: ________________________________)

3. How many total years of experience in education (e.g. teacher, counselor, and/or administrator) have you had?

   a. 0-3
   b. 4-10
   c. 11 or more

4. How many years of experience have you had working on jobs outside of education?

   a. None - less than one year
   b. One - two years
   c. Three - five years
   d. Six - ten years
   e. Ten or more years

5. Please indicate your highest degree attained.

   a. Associate degree or less than a baccalaureate degree
   b. Baccalaureate
   c. Master's
   d. Specialist
   e. Doctorate

6. In my classroom I make use of the sixteen career development concepts in the Wisconsin K-12 Guide For Integrating Career Development Into Local Curriculum.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree
   e. Am not familiar with the Wisconsin Guide

7. In the last six weeks I have mentioned ______ different jobs in my class.

   a. Less than five
   b. 6-10
   c. 11-15
   d. More than fifteen

8. All students should learn how to get, hold, and advance on a job as part of their school experience.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

9. In the last six weeks I have mentioned jobs from ______ of the United States of Education clusters.

   a. Less than five
   b. Less than ten
   c. Less than fifteen
   d. All fifteen
   e. I am not that familiar with USOE clusters

10. Local resource materials for career education are a vital part of the classroom curriculum.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

11. In preparing my class lesson plans for the last two weeks I deliberately included career education content in the presentations for _____ days' lessons.

   a. Zero
   b. 1-2
   c. 3-4
   d. 5 or more

12. By relating educational experiences to the world around them, students are motivated to achieve better in all their subjects.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

13. This last semester I have used innovations about which I learned from colleagues or publications _____ times in teaching the concept of career education.

   a. Zero
   b. 1-2
   c. 3-4
   d. 5 or more

14. Students should develop an appreciation for the importance of all the different kinds of work that people perform.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

15. In the last two weeks I have come across _____ job descriptions of one sort or another which might be useful in a career education program.

a. Zero
b. 1-2
c. 3-4
d. 6 or more

16 Students should be provided with opportunities to develop their abilities through actual and/or simulated work experience.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

17. In the last two weeks I have discussed or mentioned our Career Education program _____ times at lunch, over lunch, or in similiar informal discussions.

a. Zero
b. 1-2
c. 3-4
d. 5 or more

18. Instructional activities in the classroom enable students to develop discriminating information gathering skills as an aid to career planning.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

19. The best informal source I use for materials related to career education is:

a. Newspapers
b. Magazines
c. Television
d. None of these

20. Students should become aware of employment trends as part of their school instructional program.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

21. The number of formal talks and/or presentations I have attended on career education this school year is:

a. 0-1
b. 2-3
c. 4-5
d. 6 or more

22. Teachers should prepare their own local resource materials for career education.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

23. In talking with members of your administrative staff, career education in one form of another has come up at least _____ times in the last two weeks.

a. Zero
b. 1-2
c. 3-4
d. 5 or more

24. Industry and business must assume a high level of responsibility in assisting schools in providing for the educational and occupational training of youth.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

25. Every high school graduate, regardless of future educational intentions, should have been exposed to the world of work as part of his/her high school curriculum.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

26. A student's career choice will have a direct affect on his future life style.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

27. In talking with the members of your instructional staff, career education in one form or another has come up at least _____ times in the last two weeks.

a. Zero
b. 1-2
c. 3-4
d. 5 or more

28. Career education is another name for vocational education.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree
   e. I have no opinion

29. Which of the following T.V. programs would you give up to attend a career education related evening meeting one night a month?

   a. Monday night football
   b. All In The Family
   c. The ABC/CBS/NBC Evening News
   d. All of them
   e. None of them

30. Students should be made aware of employer expectations as part of their school program.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

31. In talking with the members of your guidance staff, career education in one form or another has come up at least _____ times in the last two weeks.

   a. Zero
   b. 1-2
   c. 3-4
   d. 5 or more

32. The classroom teacher should help students assess their interests, aptitudes, personal needs and values as an aid to career planning.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

33. This last semester I have gone outside of school on _____ field trips or similar visits to learn about more careers and job tasks.

   a. Zero
   b. 1-2
   c. 3-4
   d. 5 or more

34. As a result of the classroom instruction, students learn which occupations require the knowledge and skills of that particular subject area being taught.

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

35. Students should be encouraged to make tentative occupational choices while in school.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

36. As a result of classroom activities, students will learn to appreciate the personal, social, and economic significance of work.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

37. Career education is for all students, including those who go on to further education.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

38. Public schools should provide job placement services for youth during their school years and when they exit school for employment.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

39. Students should become aware of the many occupational options open to them.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

40. All students should leave high school with a suitable and saleable skill that will ensure their employability.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

NORTH CENTRAL TECHNICAL INSTITUTE Career Education Department 1975-76

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
To assist unemployed, underemployed, and employed persons with career development.	To help individuals with career development: a) More training b) More education c) Alternatives or upgrading present work skills. d) Attitudes e) Alternate life styles f) Awareness of interests, aptitudes and goals. g) Job trends	1) Contact and establish one or two activities with WSES for the year. 2) Group counseling 3) Displays 4) Tours of NCTI 5) Use of career exploration units developed at NCTI 6) Individual counseling 7) Industry & You or Career Day 8) Panel discussion 9) Newsletter 10) C.A.S.S. - Inservice 11) Contact and establish one or two activities with Social Services 12) American Pie Forum Class 13) Refer appropriate adults to GED program 14) Field trip	1) 100 persons will enter and/o complete GED or adult basic education 2) 10% of individuals contacted will enroll in additional education, training, or othe method of self-improvement 3) We will reach 2,000 adults presently employed with materials. 4) Ten employed adults will contact us for employment up-grading information 5) All individuals desiring information on employment or employment up-grading will be assisted.

GOAL	OBJECTIVES	ACTIVITIES	OUTCOMES
assist high ool dropouts h career de- opment.	1) To help High School dropouts with: a) Self-Awareness b) Career-Awareness c) Exploring alternatives, establishing priorities, making decisions d) Placement and career trend information. e) Employment orientation.	1) Additional course offerings will be developed and funded through the community services division. 2) Career education consultants will conduct courses. 3) Individual counseling 4) Tours & Field Trips 5) Mass Media (Newspaper & Radio 6) Resource Center-Display racks 7) "Industry & You" or career days 8) Refer appropriate adults to GED program. 9) Give Interests Tests 10) Informal group session with students and/or parents - a) Self-Awareness b) Career-Awareness c) Placement and job trend information 11) Panel discussion 12) Provide high school dropout with letters or other communication when appropriate. 13) Coordinate with Adult Basic Education Program. 14) Coordinate with work evaluation program. 15) Work with Job Service Office in reaching dropouts. 16) Coordinate with NCTI developmental program through class demonstrations and displays.	1) Contact will be made with 100% of high school dropouts as identified by project consultants. 2) All High School dropouts who get involved will be given self-improvement and career education materials. 3) Three or four new course offerings will be conducted through community services division. 4) One course per semester in career development will be offered. 5) One hundred High School dropouts will be assisted through activities listed.

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
identify and work with rents and/or "undecided" gh School students. e p. 25 of Project oposal.	1) To help parents and/or "undecided" high school students with: a) Self-Awareness b) Career Awareness c) exploring alternatives, establishing priorities, making decisions. d) placement and job-trend information e) employment orientation.	1) Conduct Senior Career Interest Survey in district high schools to establish population of undecided students for use by school staff, parents and project consultants. 2) Individual counseling 3) Tours - Field Trips 4) Mass Media 5) Resource Center-Display Racks 6) "Industry & You" 7) Informal Group Sessions with students and/or parents - a) Self-Awareness b) Career Awareness c) Placement and Job Trend information 8) Panel discussion in community 9) Provide all parents of "undecided" High School seniors with letter or other communications inviting them to any of the above. 10) Career Exploration Workshop 11) Parent--Teacher Conference displays 12) Career program	1) Contact by letter, newspaper article, radio, posters, flyers, displays, and presentations to community groups **all** parents of "undecided" high school students. 2) All parents of "undecided" seniors, who get involved, will be given occupational information for themselves and their children.

GOALS

assist women
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need of career
elopment)

OBJECTIVES

1) To help women with:
    a) Sex-roles - Job discrimination
    b) Self-awareness (Interests and abilities)
    c) Career awareness
    d) Exploring alternatives, establishing priorities, making decisions.
    e) Placement and Career Trend Information
    f) Employment Orientation
        1) Job Interview
        2) Resumes
        3) Filling out an application
        4) Work attitudes and values
        5) Other -
2) To help women through community agency groups:
    a) YWCA
    b) Social Services
    c) Employment Office
    d) Health Care Agency
    e) Public Schools
    f) Feminist Group

ACTIVITIES

1) Monthly womens' meetings
2) Individual and group counseling
3) Public Library (career development services)
    a) Meetings
    b) Displays
    c) Handouts

OUTCOMES

1) To provide the following through group and individual meetings to all participating women:
    a) Information and experience to enhance self-esteem
    b) Information about federal and state labor laws
    c) Current status of women and employment trends
    d) Information about increased alternatives for women.
    e) Financial Aid information
2) 50% of all participants who have indicated a willingness to further educational preparation will be assisted into some type of educational experience.
3) An average of twenty-five women will attend each seminar.
4) At least 300 women will be reached through these activities.

oALS	OBJECTIVES	ACTIVITIES	OUTCOMES
blic Relations r Career ucation Project.	1) To publicize program 2) Coordinate program with other agencies.	1) Newsletter (Mailing list will be increased upon request) 2) Advisory Committee 3) BIE Day 4) Fifty-five Feedback 5) Industry and You 6) Newspaper articles 7) TV announcements 8) Programs to community groups. 9) Consortium 10) Seminars 11) Correspondence 12) Display case at the library 13) Displays 14) Flyers and Posters.	All activities will be completed so public will be knowledgeable about career education and support the concept in the schools and community through participation, promotion, and coordination at the local level.

GOALS	OBJECTIVES	ACTIVITIES	OUTCOMES
K-12 Career Education	Help teachers become aware of and implement activities in: 1) Self-Awareness 2) Career Awareness 3) Understanding of the decision-making process.	1) Classroom demonstrations 2) Workshops and Teachers In-service 3) Provide materials 4) Classes for teachers 5) Individual meetings 6) Area Resource Guide Ex. Wausau Area Resource Guide 7) Senior Survey	1) Career Education activities in the classroom so students have better understanding of self and career awareness and decisions: a) Field trips b) Resource persons c) Curriculum infusion d) Media useage e) Assist district communities with updating and implementing area resources guides

GOAL	OBJECTIVES	ACTIVITIES	OUTCOMES
To provide subject articulation between NCTI and district high schools	1) To assist teachers at NCTI to become aware of course offerings in their subject area in district high schools.	1) Coordinate one meeting with NCTI and district high school instructors in Trade and Industry	NCTI, Trade and Industry and business instructors will attend a meeting with their counterparts at district high schools to exchange information about their respective programs.
	2) To assist teachers at district high schools to become aware of course offerings in their subject area at NCTI.	2) Coordinate one meeting with NCTI and district high school instructors in business.	

GOALS AND OBJECTIVES FOR 1975-76

Adults (Disadvantaged, Rural)

- NCTI Programs
  - Adult Basic Education
    - Recruitment
    - Counseling (Individual and small groups

  - Developmental
    - Displays
    - Counseling (Individual and small groups)
    - Classroom presentation

  - Work Evaluation
    - Counseling individuals
    - Referrals

- Programs for Referrals from community agencies
    - Job Application Techniques
    - Self Development
      - (i.e. Assertiveness Training)

- Programs for groups of women
    - Current Trends for Women in Work (speakers, panels, etc.)
    - Career Problems and Career Development
    - Assessment of Personal Strength

Schools

- Administrator's Support
- Administrators and teachers meeting
- Treatment Schools (Gr. 3, 6, 9, 12)
    - Coordinate special activities through teachers such as field trips, job cluster programs with outside speakers, evaluate the effect.

- Entire District
    - Administrator's workshop
    - Individual administrator's meetings
    - Groups of contact persons (meet monthly)
      1. Establish needs
      2. Exchange ideas
      3. Arrange for in-service programs and workshops
         - a. Materials Development
         - b. Idea Exchange
         - c. Outside Resource Person
           - (1) Career Educator
           - (2) Community Member
         - d. Career Exploration Workshop for teachers
           - (1) Visit local businesses
           - (2) Actual hands-on experience at NCTI.

APPENDIX G

ARTICULATION

BUSINESS ARTICULATION SURVEY

The career education department and business department of North Central Technical Institute are currently planning an articulation meeting between business instructors at North Central Technical Institute and instructors at area high schools in cooperation with an articulation project sponsored through UW-Stout. This program will be held sometime in April or May. We plan to hold one session this spring with further articulation planned for next year. Reinbursement for mileage and meals involved will be provided through the Stout Project. Sometimes it is difficult to attend meetings during regular school hours. In order to reach as many teachers as possible, we would like to have the following information to assist us in our planning:

What is the most convenient meeting time? (Mark 1st, 2nd, and 3rd choice)

____Morning 9:00-12:00 p.m. at NCTI

____Afternoon 1:00-4:00 p.m. at NCTI

____Afternoon & evening 4:00 to 5:30 p.m. (Dinner) 6:30 to 8:00 p.m.
(Meals and mileage will be paid)

What would you like to have covered in the meeting? (Mark 1st, 2nd, and 3rd choice)

____How to better prepare students for post-secondary education.

____How much subject area to cover in high school

____Placement, employment, and career trends in business

____Actual curriculum writing

Name ____

School ________________________ Subjects __________________

Address ______________________________ Telephone ____________

Please return your completed questionnaire to the following:

Lois F. Gilliland
Associate Project Director
North Central Technical Institute
1000 Schofield Avenue
Wausau, WI 54401

BUSINESS ARTICULATION

WHAT:	Business Articulation Meeting
WHO:	NCTI Business Instructors and High School Business Instructors
WHERE:	Holiday Inn, Wausau
WHEN:	May 7, 1975
TIME:	4:00 - 8:00 p.m. Sectionals: 4:00 p.m. and 6:30 p.m. Dinner - 5:30 p.m.
PROGRAM:	Sectionals: Individuals will attend sectional in their area of business education.
	Major Topics: 1) How to prepare students for business post-secondary education through subject matter.
	2) Placement, employment, and career trends in business.
EXPENSES:	Mileage and dinner will be reimbursed by the articulation project at UW-Stout.

Please return the form below by April 28, 1975.

________I will attend the business articulation meeting on May 7, 1975 at 4:00 p.m.

________I will be unable to attend the business articulation meeting on May 7, 1975 at 4:00 p.m.

Return to:
Lois F. Gilliland
Associate Project Director
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

APPENDIX H

FOURTH QUARTER ACTIVITIES

Team Week Activities in School

NCTI Tours

Adult Group Activities

Industry and You Day

Career Exploration Workshop

Planning for Career Development Workshop

Curriculum Writing Workshop

Professional Growth

NORTH CENTRAL
TECHNICAL INSTITUTE
1000 Schofield Avenue
Wausau, Wisconsin 54401
Telephone 715/675-3331

RESEARCH AND DEVELOPMENT

March 12, 1975

L. P. Marchel,
Superintendent
Athens High School
Athens, WI 54411

Dear Mr. Marchel:

After talking with Mr. Peterson and Mr. Brown, we have set April 9 and 10 as the dates for our career days at Athens. On April 8, we plan to administer the surveys to the high school students.

As I mentioned to Mr. Peterson, we have used the library for our displays in other schools. However, we will hold this where you feel it is most appropriate. I am enclosing a suggested article for the newspaper. If you wish to change any of this before you send it, please feel free to do this.

Enclosed is a copy of all materials which I have sent to the principals. I hope this meets with your approval. It has certainly been a pleasure working with you and your staff, as everyone has been most cooperative. I will plan to contact you next week to finalize plans. Thank you for your assistance.

Sincerely,

Lois F. Gilliland

Lois F. Gilliland
Associate Project Director

LFG:nls
Enclosures

ACTIVITIES FOR THE ELEMENTARY SCHOOL

ATHENS -- APRIL 9 and 10, 1975

Career education and curriculum materials and career consultant assistance will be available to teachers in the library during their free time.

The following classroom demonstrations will be available to teachers and their classes in the library. These will last approximately one-half hour. Please indicate the one you would prefer on the sign-up sheet.

K-3

A. Self-Awareness activities:

1. Filmstrip: First Things Series and discussion
2. Peanuts transparencies on feelings and discussion.

B. Career Awareness:

1. Discussion of jobs and community helpers.

4-6

A. Self-Awareness:

1. "Bread and Butterflies" video tape or filmstrip on personalities.
2. Me, Myself, and I - filmstrip on self.

B. Career Awareness

1. Filmstrip on occupational cluster with discussion of how your occupation effects your life.
2. Exercise and discussion about 15 occupational clusters.

PROGRAM FOR ATHENS HIGH SCHOOL

Career Education materials and guides display for teachers during their free periods.

Career Development display and consultant services for students and parents.

Classroom Demonstrations:

1. Life/Work Planning - Media presentation, exercises and discussion on exploring alternatives, clarifying values, and decision-making.
2. Career Clusters - can cover general clusters on a specific cluster as chosen by the teacher.
3. Job seeking skills.

CAREER EDUCATION IN YOUR CLASSROOM

WHEN: Saturday, April 12

WHERE: D. C. Everest High School

TIME: 9:00 a.m. - 4:00 p.m.

COST: $5 per participant, includes box lunch

The North Central Technical Institute's Career Education staff will sponsor a one day workshop on career education. This one day conference scheduled for Saturday, April 12 can be counted as an equivalency day. The conference will run from 9:00 a.m. - 4:00 p.m. with a registration fee of $5, which included the cont of the box luncheon.

Elementary:

1. Bread and Butterflies (T.V. Career Education Series) Introduction to the concepts involved in the series on self-awareness and career awareness. The materials and ideas used can be implemented with or without the T.V. series. We also have a video tape.
2. Magic Circle - Group activity which can be used by the classroom teacher to increase positive feelings about self.

Middle School and High School:

1. Provide curriculum and A.V. materials with consultant help to assist teachers in developing career education activities to be used in their curriculum.
2. Teachers will be taken through self-awareness activities for personal growth and development as applies to the 16 state concepts of career education.

Registration - Career Education - Equivalency Day
Return as soon as possible

Name ______________________________

School ______________________________

Please return this part of the sheet and your check for five ($5) dollars to the curriculum office in the Administration Building. (Please make checks payable to D. C. Everest Area Schools).

D. C. EVEREST IN-SERVICE

Saturday, April 12, 1975

(Times are flexible according to group interest)

9:00 Introductions and Name Tags
Roger Zerrenner

9:30 State Career Education Slides
Lois Gilliland

10:00 Coffee Break

10:15 Values Auction
Ruth Hase

11:00 Pack Your Own Chute -
Trust Walk
Peggie Mallery

12:00 Lunch

12:30 Materials display and/or World of Work film

1:00 Sectionals
Choice of elementary and high school small groups or Leo Buscaglia's video tape.

2:45 Final meeting as a group

SESSION REPORT

Wausau East High School
(Location)

I
(Session #)

April 21-25, 1975
(Date)

High School Students and Faculty
(Type of Group)

35 teachers-150 students
(Attendence)

Objectives and Procedure:
To offer students and faculty career information.
Classroom presentations
Group session
Individual counseling
Curriculum materials for teachers.

Printed Materials Handed Out:

Do's and Dont's of Job Interviews
Jobs vs. Careers
Value Clarification Exercises
A dozen Suggestions for hoosing a Career
Career Decision-Making

Instructor's Material/Equipment:
Filmstrips: "Job Clusters"
"Why Am I Afraid to Tell You Who I Am?"
"Women Today"
"Eve of Change"
"Interviewing Your New Job"

Films: "Pack Your Own Chute"
"The World of Work"
"Person to Person"
"Discrimination on the Job"
"Applying for the Job"

Summary of Session:

We were stationed in the commons area and met with many undecided seniors (Non-academically oriented). There was opportunity to meet with many teachers to discuss career education curriculum. This was a successful program for this particular high school, which has not promoted career education in the past.

Ruth
(Consultant)

SESSION REPORT

Prentice & Tripoli Elem.	I	April, 29, 1975
(Location)	(Session #)	(Date)

All 8th grades from Prentice School District	75
(Type of Group)	(Attendence)

Objectives and Procedure:

Life/Work Planning: (Including)

1) Exploring Alternatives
2) Value Clarification
3) Decision-Making

Instructor's Material/Equipment:

1) 16 mm. Film: "World of Work"
2) 16 mm. film: "Mr. Koumal"
3) Filmstrip/Cassette set: "Why Am I Afraid to Tell You Who I Am?"
4) Filmstrip/Cassette set: "15 Job Clusters'
5) Materials display for cafeteria

Printed Materials Handed Out:

1) "Work Values"
2) "Values Auction"
3) "Personality Types and/or Games People Play"
4) "Decision-Making Process"
5) "Careers vs. Jobs"

Summary of Session:

I. 10:00 - 11:00 A.M.
   1) Name Tags and assign numbers (1-3) or (1-4) for small groups.
   2) Large Group: Film: "World of Work"

II. 11:00 - 12:00 Noon: (Small Groups)
   1) Discuss film.
   2) Cover 3 areas listed under "objectives" above.

III. 12:00 - 1:00 p.m.: (Lunch - Socialize).

IV. 1:00 - 2:30: (Small-Group offerings for 30-45 minutes each in following areas):
   1) Filmstrip/Cassette Set: "Why Am I Afraid..?"
   2) Cafe - materials
   3) Filmstrips/Cassettes: 15 Job Clusters
   4) Film: "Mr. Koumal"
   5) "You Pack Your Own Chute."

V. 2:30 - 2:45: Large Group - Written Evaluation

Roger
(Consultant)

SESSION REPORT

Wausau West High School
(Location)

I
(Session #)

April 30-May 1, 1975
(Date)

Wausau West High School Students and Faculty
(Type of Group)

25 teachers-250 students
(Attendence)

Objectives and Procedure:

To offer students and faculty career information
Group sessions
Classroom presentations
Individual Counseling
Curriculum materials for teachers.

Printed Materials Handed Out:

Do's and Dont's of Job Interview
Jobs vs. Careers
Value Clarification Exercises
A Dozen Suggestions for Choosing a Career
Career Decsion-Making

Instructor's Material/Equipment:

Filmstrips: "Job Clusters"
"Why Am I Afraid to Tell You Who I Am?"
"Woman Today"
"Eve of Change"
"Interviewing Your New Job"

Films: "Pack Your Own Chute"
"The World of Work"
"Person to Person"
"Discrimination on the Job"
"Applying for the Job"

Summary of Session:

We were stationed in a heavy traffic area of the school - thus attracting many interested students and faculty in an individual and small group approach to career counseling. Plans are being made to repeat this program in the fall of '75. This was a successful, informative approach.

(Consultant)

SESSION REPORT

NCTI	I	May 13, 1975
(Location)	(Session #)	(Date)
Sixth Grade Students	Horace Mann Middle School	2 teachers-60 students
(Type of Group)	(Wausau)	(Attendence)

Objectives and Procedure:

Develop awareness of job clusters

Tour facilities of NCTI, use of faculty speakers

Program on police force - (faculty)

Printed Materials Handed Out:

Instructor's Material/Equipment:

Film: "World of Work"

Summary of Session:

Entire student body was exceptionally responsive and interested in all activities of the day long program.

The many members of the NCTI staff who participated related positively to this student group in providing a wealth of information concerning career options.

Ruth [illegible]
(Consultant)

SESSION REPORT

NCTI	II	May 20, 1975
(Location)	(Session #)	(Date)
Sixth Grade Students	Horace Mann Midlle School	2 teachers- 60 students
(Type of Group)	(Wausau)	(Attendence)

Objectives and Procedure:

Develop awareness of job clusters

Tour facilities of NCTI

Use of facility speakers

Program on police force

Instructor's Material/Equipment:

Slide presentation:
Introduction to NCTI

Printed Materials Handed Out:

Summary of Session: (See session I)

This visit was held for 60 students of 120 student team.

Response from students and faculty was enthusiastic and day's program considered a worthwhile experience.

Consideration is being given to make this an annual event.

(Consultant)

SESSION REPORT

NCTI
(Location)

I
(Session #)

April 23, 1975
(Date)

Community Social Services
(Type of Group)

(Attendence)

Objectives and Procedure:

To acquaint social service workers with career education project and discuss procedures for providing career counseling to clients of their agencies.

Instructor's Material/Equipment:

Film: "You Pack Your Own Chute"

Printed Materials Handed Out:

Career Decsion-Making

U. S. Labor Department Statistics

Work Values

Summary of Session:

Introduction techniques were used to develop freedom and rapport.

There was opportunity to discuss ways of providing information and services to social service clients and follow-up.

These kinds of meetings will be repeated.

Ruth [illegible]
(Consultant)

SESSION REPORT

Y.W.C.A. (Location)

I (Session #)

May 5, 1975 (Date)

"Live-Wirers" (Working Women) (Type of Group)

27 (Attendence)

Objectives and Procedure:

To develop awareness of the status and trends of women and work in American society today.

Factual information and discussion used.

Instructor's Material/Equipment:

Film Strip: "Women Today" (Guidance Associates)

Printed Materials Handed Out:

Wisconsin Work Fact Sheet

The Myth and Reality

A Self-survey of sex role attitudes

Probing attitiudes toward women

U. S. Labor Department labor facts

Norms of a Community

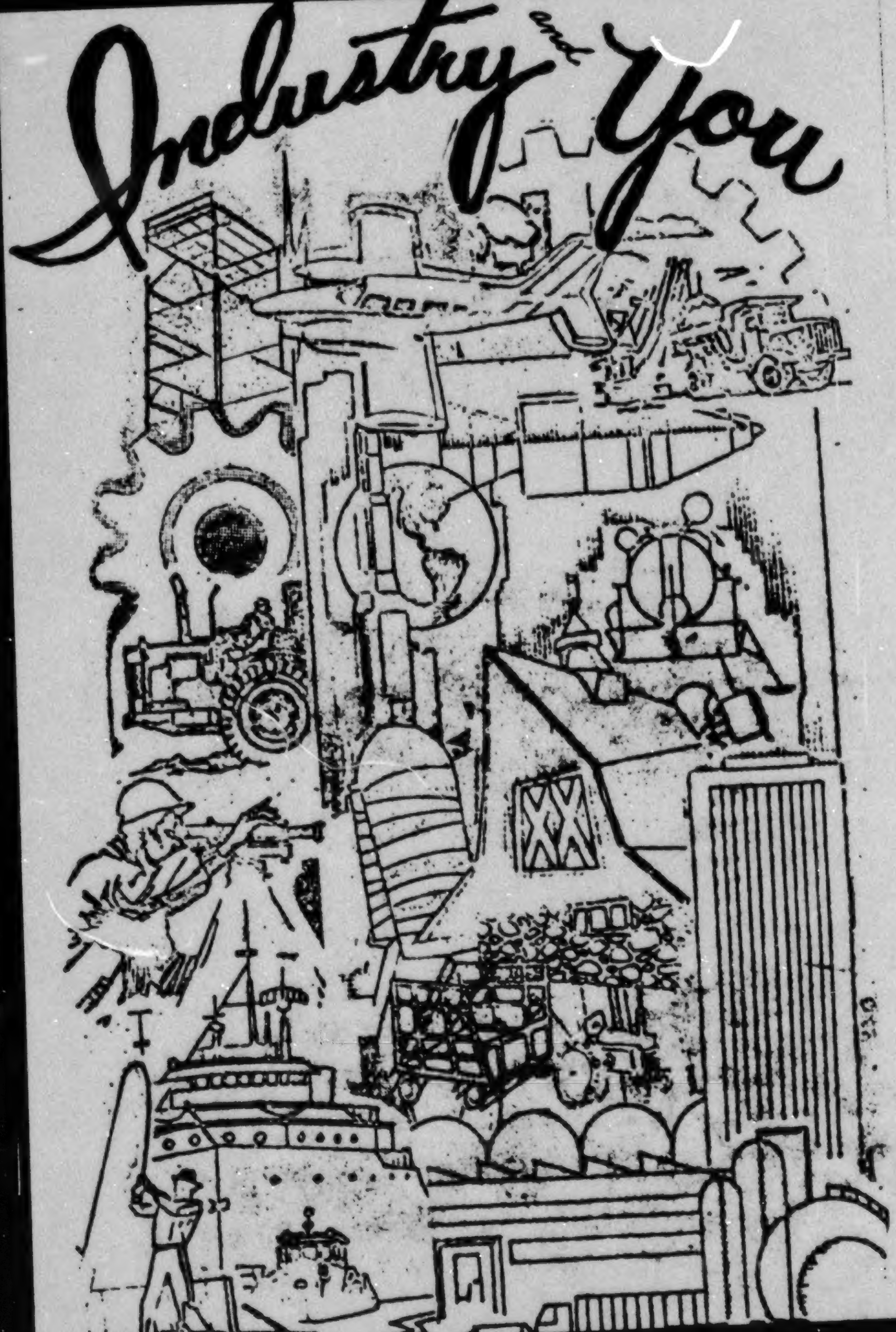
Women and Employment

Summary of Session:

A lively discussion followed presentation of filmstrip: Women Today.

The consenus of opinion was that information should be presented to employers.

Ruth Hoye
(Consultant)


Industry and You

WELCOME TO

INDUSTRY AND YOU - 1975

April 4, 1975

MANUFACTURERS COUNCIL
ANTIGO AREA CHAMBER OF COMMERCE
NORTH CENTRAL VOCATIONAL-TECHNICAL SCHOOL

(Program Forward)

INDUSTRY AND YOU

Once again it is our pleasure to welcome you to our second "Industry and You" Career Conference at the North Central Vocational and Technical School.

We are here to answer any and all questions you may have regarding the various employment opportunities in the Greater Antigo Area.

Each firm exhibited here today has a representative from the company to show you their products, explain the various types of opportunities available and qualifications required to fill positions within their concerns.

Please stop at the registration desk and fill out the evaluation report and place it in the box located in the lobby.

Your representatives here at the exhibits wish to thank each and everyone for the opportunity to display their industry function and the necessary requirements for future employees.

Donald Wirth
President - Manufacturers Council

Manufacturers Council
Antigo Area Chamber of Commerce
North Central Vocational-Technical Institute

(Sample page from the program)

KRAFT FOODS

OUR BUSINESS: Kraft Foods produces Parmesan and Romano Cheese which are Italian type cheeses used in production of Pizza, soups or flavoring. Condensed whey, Dried cheese, and whey are also products produced at the local plant. Milk supplies are purchased from local dairy farms and **additional needs** are obtained from other vendors. Parmesan and Romano are shipped to storage for curing and packaging at Wausau, WI. Dried cheese and whey are shipped direct to customers throughout the United States. We employ 135.

CAREER OPPORTUNITIES:

Production Supervisor
Dairy Farm Specialists
Office Clerical
Maintenance

PEOPLE WE SEEK

Production Supervision, Dairy Farm Specialists generally require a degreed candidate unless there is qualifying experience. We need production employees who have the opportunity if qualified, to advance to classified jobs such as cheesemaking, drier operators, milk intake, Vacuum Pan operators, etc.

COUNSELING SERVICES

Frank Musolff	Office Manager
John Kriha	Plant Manager

PERSON TO CONTACT:

Frank Musolff	632-2301

Career Exploration Workshop

JUNE 11 - 13

NORTH CENTRAL TECHNICAL INSTITUTE

Dear Students and Parents:

The second **Career** Exploration Workshop is being held for students participating in the Youth Work Experience program this summer. The purpose of the workshop is to provide you, the student, with prevocational experiences in 15 different occupational areas.

> "We don't consider it nearly so important what people choose as we do that they choose from the widest possible range of opportunities."
>
> Kenneth B. Hoyt

You'll get some information on many careers including qualifications and education necessary and, in many areas, an opportunity to try out some tasks in different career areas (do some "hands-on" activities). All this will help you in planning your own career.

The workshop is sponsored by the Career Education Project at North Central Technical Institute in cooperation with CESA #7 Youth Work Experience Program. The workshop will begin on Wednesday, June 11 and students should report to the main lobby, North Central Technical Institute, Wausau, 8:00 - 8:30 a.m., to pick up registration packets

You must register with your YWE supervisor as s/he has the information and registration forms. Please complete the registration by May 15th.

We recommend that students bring their own lunches as facilities at NCTI are limited. We're looking forward to seeing you at the workshop!

from: The Career Education Project Staff
Russell Paulsen, Ph. D., Administrator
Research and Development
Lois Gilliland, Associate Project Director
Ruth Hase
Peggie Mallery — Consultants
Roger Zerrenner

For further information, contact:

Career Education Office
North Central Technical Institute
1000 Schofield Avenue
Wausau, WI 54401
Phone (715) 675-3331 - Ext. 210

or

Bob Young
CESA #7
Stevens Point, WI 54481
Phone (715) 346-3151

CAREER EXPLORATION WORKSHOP

June 11-13

North Central Technical Institute

Choose six (6) career areas from the list below that you want to participate in during the Career Exploration Workshop (✓).

_____Health Occupations

_____Public Service Occupations

_____Graphic Arts

_____Manufacturing Occupations
(Machine Tool & Welding)

_____Electronics Occupations

_____Drafting & Residential Design

_____Apprenticeable Occupations
Construction, Service, Printing,
and Industrial

_____Office Occupations
(Secretarial & Clerical)

______Office Occupations
(Accounting)

______Office Occupations
(Data Processing)

______Developmental Program and high
school courses related to
vocational careers

______Natural Resources
(limited number of sectionals)

______Ag-Auto Occupations

______Marketing and Distribution

______Home Economics

Return this form, completed, to your Youth Work Experience supervisor by May 15th.

Career Exploration Workshop

JUNE 11 - 13

NORTH CENTRAL TECHNICAL INSTITUTE

Dear YWE Workshop Participant,__________________________________

The schedule on this page is your program schedule for the three (3) days you spend at North Central Technical Institute. It is based on the pre-registration choices you made a few weeks ago. Keep this schedule with you so you know where to go each period.

Wednesday	Thursday	Friday
8:30 - 10:15 Orientation for all Participants	9:00 - 10:15 Unit______________ Room______________	9:00 - 10:15 Unit______________ Room______________
10:25 - 11:40 Unit______________ Room______________	10:25 - 11:40 Unit______________ Room______________	10:25 - 11:40 Unit______________ Room______________
11:40 - 12:30 Lunch -- (Bring your own)	11:40 - 12:30 Lunch -- (Bring your own)	11:40 - 1:30 Luncheon and Program for all Participants !
12:30 - 1:45 Unit______________ Room______________	12:30 - 1:45 Unit______________ Room______________	

TO: Jim Hoops, United Way

FROM: Peggie Mallery

SUBJECT: Summer Recreation and Education Opportunities

DATE: May 15, 1975

Career Exploration Workshop for Youth Work Experience students
North Central Technical Institute - June 11 - 13

Free information on job interviews, techniques and application

Free career exploration help and materials by appointment - anytime in June, July, and August

Tours and career education activities for organized groups (Explorer Scouts, Girl Scouts, Y Groups, FEA, and others)

For more information, contact Career Education Project, at North Central Technical Institute, telephone 675-3331, Ext. 210.

PARTICIPATION

AWARD

IN THE

1975

CAREER EXPLORATION WORKSHOP

AT NORTH CENTRAL TECHNICAL INSTITUTE
WAUSAU, WISCONSIN

PRESENTED TO
FOR PARTICIPATION IN

DIRECTOR

nc ti

CAREER DEVELOPMENT EDUCATION STEERING COMMITTEE
Friday, April 18, 1975
Lincoln Elementary School

I. Information

A. Lois Gilliland of N.C.T.I. will attend the meeting today for the purpose of planning the Career Development Curriculum Writing Workshop for the week of August 18-22, 1975. She will be the liaison between Pat Wagner of Stout and our committee.

B. Dr. Betz was contacted regarding the confirmation of the Model School Program set for August 11-15, 1975. He is currently arranging a credit package to be offered by the University of Wisconsin-Oshkosh. A decision on the teacher stipend will be made following any action by the Fiscal Control Board.

II. Charge

A. Develop a format for the (Stout) Career Development Curriculum Writing Workshop that will meet the needs of the Wausau School District.

B. Form a sub-committee to develop a brochure to describe all of the Summer '75 Workshops to be offered by the Wausau School District Career Development Education Committee.

III. Discussion

A. Discussion of materials prepared by Dr. Sommers regarding the Summer School Program for M.R. children and possible service projects for A.A.U.W.

SPECIAL WORKSHOP

"TAIBI KAHLER"

A WORKSHOP WITH TAIBI KAHLER, PH. D, PTM

Developer of the Mini-Script.

We are pleased to present this workshop as part of our program for continuing education for professionals. Especially exciting about Taibi's Mini-Script is that he has presented it broadly to TA and Non-TA therapists alike who have recognized its value for rapid diagnosis and behavior change. Since it first become published in the Transactional Analysis Journal in January 1974, the Mini-Script has been recognized as a highly significant contribution to TA literature.

Taibi Kahler is the Director of the Transactional Analysis Institute for Southern California. Active in TA he has published numerous articles in the TA Journal and other publications. He is currently serving on the ITAA Research Committee and the Editorial Board of the TA Journal. Academically he holds a BA in English Literature; a MS in Child Development and a Ph. D in Child Development and Family Life. He is a licensed Marriage, Family and Child Counselor and a member of the California Association of Marriage and Family Counselors.

The "Mini-Script" as developed by Taibi is a way of quickly identifying the reasons by which a person behaviorally initiates a sequence resulting in bad feelings. Taibi will teach how this can be changed by shifting posture, altering a phrase, modifying a gesture ect. The Mini-Script is also an effective diagnosis tool which can be utilized to predict satisfactory or unsatisfactory experiences in relationships (marriage, work, social interaction ect.) Of particular interest to persons doing marriage counseling is the application of Taibi's theories to divorce counseling.

Join us on May 15-16 to learn Mini-Script and other theory from Taibi, OK??

WHEN : May 15-16, 9:00 AM - 4:00 PM.

WHERE: Employers Mutual of Wausau